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ABSTRACT

An Illinois project identified employer perceptions of vocational education graduates' job holding and success problems and needs and prepared instructional units to remediate these problems. An employer job survey was disseminated to businesses and industries who rated young adults entering the job market on non-skill related job performance behaviors. A task force then selected, taught, rewrote, field-tested, and assessed learning modules to reinforce positive work values and behaviors. The materials used by the task force were critiqued and then adapted, adopted, or discarded. (Appendixes include criteria for evaluating modules, module evaluation form, and survey.) Following the project narrative, these modules are provided: The Value of Organizations, Forecasting the Future of Work, Motives and Interpersonal Relations, Personal Factors Affecting Communication, Self Concept, Motivation: Fulfilling Personal Needs, Tuning in to Creativity, What is Problem Solving?, The Meaning of Authority and Responsibility, Leadership Skills, What is Conflict?, and Life in a Changing World. Each module is preceded by one or more evaluations and follows this format: objective, survival skills emphasized, importance, materials and equipment, activity, followup, student worksheet(s), and transparencies. (YLB)

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SEMG 182

ED210420

FINAL REPORT

OF

PROJECT: Instructing Students In Developing, Planning and Managing Their Careers

1980-81

Burr D. Coe
Middlesex County Vocational & Technical H.S.
112 Rues Lane, P. O. Box 220
East Brunswick, N. J. 08816
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Funded by: N. J. Dept. of Education,
Division of Vocational Education,
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Exemplary Programs

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DISCLAIMER

This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 132 of Public Law 94-482.

Project Duration: September, 1980
Beginning Date

April, 1981
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

IDENTIFICATION NO. SEMG 182 AMOUNT FUNDED $9,025.

FUNDED UNDER SECTION 132 OF P. L. 94-482

PROJECT TITLE: Instructing Students in Developing, Planning and Managing Their Careers.

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Burr D. Coe Middlesex County Vocational and Technical High School

ADDRESS: 112 Rues Lane, P. O. Box 220

East Brunswick, N. J. 08816

PROJECT DIRECTOR: Jean P. Masters

TELEPHONE NUMBER: (201) 257-3300
(Area Code)

## ABSTRACT

### DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

The project objectives were the 1) development and implementation of an in-service package for relating local vocational education goals identified under the mandates of P.L. 94-482 and T&E, addressing competency-based instruction pertinent to student job success and planning skills; 2) development of sets of assessment objective tasks for each assessment objective indicator which were appropriate for students at each grade level (9-12); and 3) incorporation of sets of assessment objective tasks and test (CEEB) for each objective into the instructional delivery system.

Through the cooperation of the Division of Vocational Education Staff and local district personnel, the project was accomplished to a significant degree, although altered to accommodate the pace of the teachers involved. A project director/consultant, responsible for the accomplishment of the project objectives, was hired, and with the aid of an assistant on staff with the Voc.-Tech. effectively met the objectives as stated. A total of sixteen staff members from the Burr D.Coe school met for ten two-hour sessions with the project director and assistant, and with the assumption of an equal amount of independent preparation time, successfully generated and field-tested materials designed to meet the project objectives.

STATE AND LOCAL PRIORITIES

The project will allow local LEAs to carry out planning for career/vocational goals according to the Comprehensive planning model specified under the New Jersey

Public Education Law of 1975 and also within the mandates of P.L. 94-482, Vocational Education Law of 1976. The planning to be accomplished during the term of the project includes identification of local career/vocational goals and assessment objectives within the larger framework of the goals developed during the early and mid-1970's by the Division of Vocational Education. It will also include development of comprehensive sets of assessment objective tasks understandable to students at each grade level. It will involve district personnel committed to the implementation of career/vocational education as a means of educational reform rather than merely a vehicle for adding piecemeal services and programs.

EXPECTED CONTRIBUTION TO VOCATIONAL EDUCATION

Development of the competency-based career/vocational development instruction will provide sets of assessment objective tasks appropriate to students and will be usable by students, parents, counselors, teachers, administrators and employers to assess individual student's development of vocational competencies to get, hold and succeed in a job.

NOTE: The entire project will be conducted as a curriculum and assessment project after regular assigned hours of employment.

## INTRODUCTION

### PROBLEM/NEED

The evaluation of vocational education for program improvement mandated under PL 94-482 has served to illustrate that programs evaluated to date are effective in preparing students with skills needed to perform job tasks. Follow-up of graduates, both State and LEA consistently show about an 85% placement of vocational graduates in occupational areas for which they were prepared or in occupational areas that are related. Vocational educators agree however with findings of studies which show that job skills per se are not enough to assure job success. It is reported that overall, vocational students included, that 90% of the people who lose their jobs lose them as the result of a lack of skills pertaining to; how to work in an organization, motivation, understanding self and others, authority and responsibility, decision making and career planning.

### RELATED RESEARCH

(Part of this application-Obj. a & b)
(Note: Middlesex County Vocational placement problems to be studied)

a. Illinois Department of Education, Occupational Survival Skills. Appendix A
b. N.J. Department of Education, Cooperative Education Related Instruction Guidelines, N.J. Career/Voc. Matrix
c. CEEB Measures and Guidebooks Plan.

### OBJECTIVES

To cope with problems pertinent to student behavior, there are at least two sources of information which need addressing in this study including:

a. Survey of employers to ascertain their assessment of student capability to hold and succeed on the job in areas other than job skills per se.
b. Survey of staff to ascertain and develop procedures for remediating "job holding and success" problems.

The objectives, therefore, in terms of measurable products are in two parts:

Part 1. Stage Setting:

To prepare and conduct a survey to identify employer perceptions of graduate "job holding and success" problems and needs.

Part 2. Development:

a. To prepare, in cooperation with students, graduates, employers, and advisory committee, instructional units in at least five vocational program areas.

Part 2. Development (continued)

b. To develop instrumentation for purposes of measuring student attitude and job success competencies attained.

## PROCEDURES/FINDINGS

EMPLOYER JOB SURVEY - An Employer Job Survey was prepared and disseminated to five hundred businessess and industries in the employability area serviced by the Middlesex County Vocational and Technical High School. This survey was designed primarily to identify competency in attitudinal and affective domain behaviors as opposed to skill-related learning behaviors. Of five hundred mailed surveys, forty were returned due to postal delivery problems (e.g. change in mailing address, cessation of business, etc.), and ninety-eight were completed and returned per instructions. The instructional administration of one additional survey was altered and will be addressed in this report separately; since, while it violates the standard procedures, it generated worthwhile additional data and specifically notes the expressed interest of industry in the type of project addressed by this proposal. It re-emphasized the existing premise of a need for articulation between the educational community and business/industry.

The twenty-seven percent return, while seemingly low, is in keeping with the general numbers of returns in such mailing and can be considered to be of significance in formulating learning modules designed to remediate noted student deficiencies in the non-skill related job performance behaviors.

A copy of the survey with composite numbers is included as an addendum to this report and generally notes that on a scale of one to five (one low - five high) young adults entering the job market were perceived to perform in the designated areas by their employers as follows:

- Accuracy of Work

| | | |
|---|---|---|
| | makes many errors | 5.1% |
| | is careless | 21.4% |
| * | is fairly accurate | 42.8% |
| | is careful | 20.4% |
| | is very accurate | 4.0% |
| | no response | 6.1% |
| | | 99.8% |

- Care of Working Space

| | | |
|---|---|---|
| | very untidy | 8.1% |
| | careless | 9.1% |
| ↑ | just passable | 27.5% |
| * | keeps space clean | 29.5% |
| | space very clean and orderly | 20.4% |
| | no response | 5.1% |
| | | 99.7% |

- Handling of Tools & Equipment

| | | |
|---|---|---|
| | rough | 7.1% |
| | careless | 16.3% |
| * | indifferent | 42.8% |
| | careful | 26.5% |
| | very careful | 5.1% |
| | no response | 2.0% |
| | | 99.8% |

EMPLOYER JOB SURVEY-(continued)

- Speed

| | | |
|---|---|---|
| | very slow | 5.1% |
| | slow | 26.5% |
| * | ordinary | 46.9% |
| | fast | 13.2% |
| | very fast | 4.0% |
| | no response | 4.0% |
| | | 99.7% |

- Use of Working Time

| | | |
|---|---|---|
| | very wasteful | 10.2% |
| | loafs with others | 23.4% |
| ↑ | passable | 26.5% |
| * | busy | 28.5% |
| | very busy | 5.1% |
| | no response | 6.1% |
| | | 99.8% |

- Use of Materials

| | | |
|---|---|---|
| | wasteful | 10.2% |
| | careless | 23.4% |
| ↑ | fair | 26.5% |
| * | good | 28.5% |
| | very careful | 5.1% |
| | no response | 6.1% |
| | | 99.8% |

- Responsibility

| | | |
|---|---|---|
| | buck passer | 5.1% |
| | evades responsibility | 22.4% |
| * | passable | 34.6% |
| | likes it | 17.3% |
| | seeks it and handles it well | 14.2% |
| | no response | 6.1% |
| | | 99.7% |

- Initiative

| | | |
|---|---|---|
| | doesn't exhibit any | 4.0% |
| ↑ | very little | 27.5% |
| * | average | 47.9% |
| | offers many suggestions | 12.2% |
| | very original | 3.0% |
| | no response | 5.1% |
| | | 99.7% |

EMPLOYER JOB SURVEY - (continued)

- Attendance

| | | |
|---|---|---|
| | off a great deal - no valid reason | 10.2% |
| | off occasionally - " " " | 24.4% |
| * | off " - valid reason | 33.6% |
| | seldom off | 24.4% |
| | never tardy | 4.0% |
| | no response | 3.0% |
| | | 99.6% |

- Attitude towards Co-Workers

| | | |
|---|---|---|
| | does not get along | 3.0% |
| | looks down on them | 5.1% |
| | neutral | 24.4% |
| * | good | 44.8% |
| | well-liked, very cooperative | 16.3% |
| | no response | 6.1% |
| | | 99.7% |

- Attitude towards Foreman

| | | |
|---|---|---|
| | disrespectful | 3.0% |
| | does not cooperate | 7.1% |
| ↑ | average | 32.6% |
| * | cooperate | 40.8% |
| | very respectful, helpful | 11.2% |
| | no response | 5.1% |
| | | 99.8% |

- Observance of Safety Rules

| | | |
|---|---|---|
| | disregards rules openly | 6.1% |
| | " " when not watched | 15.3% |
| * | average | 36.7% |
| ↓ | observes rules | 31.6% |
| | observes rules, has own rules | 5.1% |
| | no response | 5.1% |
| | | 99.9% |

- Accident Record

| | | |
|---|---|---|
| | many accidents thru carelessness | 4.0% |
| ↑ | minor injuries " " | 20.4% |
| ↑ | few minor injuries | 20.4% |
| * | seldom injured | 37.7% |
| | never gets injured | 12.2% |
| | no response | 5.1% |
| | | 99.8% |

EMPLOYER JOB SURVEY - (continued)

- Personal Appearance, Cleanliness

| | | |
|---|---|---|
| | slovenly and dirty | 3.0% |
| | untidy | 7.0% |
| * | fair | 43.8% |
| ↓ | neat and clean | 34.6% |
| | exceptionally pleasing | 7.1% |
| | no response | 4.0% |
| | | 99.6% |

It becomes evident that, while those entering the job market fall within the average range on a competency continuim, much must be done if educators and employers wish to elevate standards beyond base mediocrity.

Indeed, it is to this issue that Part II of this proposal was addressed. With specific behaviors identified by employers, a task force of sixteen staff members, a project director and an assistant were able to peruse available materials for adaptable or adoptable learning modules capable of sensitizing vocational students to positive job seeking and performance behaviors. Working with a program entitled Methods and Materials for Teaching Occupational Survival Skills, developed by the Department of Vocational and Technical Education, Division of Business Education, University of Illinois, the task force selected those modules which appeared to be adaptable to a general class activity, could be used with more than one group in more than one specific setting, would be compatible with the areas of need identified by the Employer Job Survey, and whose objectives would be measurable by the instructor. Further, the task force was anxious to develop student sensitivity to a degree where she/he could: identify, isolate and effectively remediate personal areas of need.

The task force randomly selected, taught, re-wrote if appropriate, field-tested and assessed eight to ten modules from a pool of twelve Occupational Survival Skills areas encompassing from five to nine learning modules. The reported results were highly favorable, especially in the area of student interest generated by the activities. The materials used by the task force were critiqued, adapted or adopted as appropriate; and discarded if irrelevant, unworkable or too limited in scope or population. All materials were evaluated not only with student assessment instruments but also by staff according to established criteria, a sample of which is included in the appendix of this report.

Overall, findings indicate that learning modules can be developed which reinforce positive work values and behaviors, are effective teaching tools, generate a high interest level among students, address employer identified on-the-job needs and are compatible with and crucial to success in the world of work. Skill area development must be reinforced with the personal affective behaviors necessary to succeed in the job market on a daily basis.

Finally, it remains to discuss the one Employer Job Survey response returned which varied from the original instructions for administration, yet is noteworthy and applicable to the essence of this project. Basically the responding employer duplicated the survey and directed his production manager and three foremen to join him in rating individually 1.) employees new to a position and 2.) all employees. This produced five administrative opinions of two categories of employees

EMPLOYER JOB SURVEY - (continued)

which could then be compared for evaluation consistency by management along with the comparison of degree of difference new and long-term employees. Again the specific results are addended to this report and may be summarized as follows:

SCALE: 1 - 4 negative 5 - positive

Composite Frequency
5 Management Evaluations

| CRITERIA | NEW EMPLOYEES | | | | | LONG TERM EMPLOYEES | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1. Accuracy of Work | 1 | 1 | 3 | | | | | 4 | 1 | |
| 2. Care of Working Space | 1 | 1 | 3 | | | 1 | | 3 | 1 | |
| 3. Handling of Tools & Equipment | 2 | 1 | 1 | 1 | | 1 | | 2 | 2 | |
| 4. Speed | 1 | | 4 | | | | 1 | 4 | | |
| 5. Use of Working Time | | 2 | 3 | | | | 2 | 2 | 1 | |
| 6. Use of Materials | 1 | | 4 | | | | 1 | 3 | 1 | |
| 7. Responsibility | 1 | | 4 | | | | 1 | 3 | 1 | |
| 8. Initiative | 1 | | 4 | | | | 1 | 3 | 1 | |
| 9. Attendance | 2 | 2 | 1 | | | 1 | 2 | 2 | | |
| 10. Attitude towards Co-Workers | | | 2 | 3 | | | | 4 | 1 | |
| 11. Attitude towards Foreman | | 1 | 1 | 3 | | | 1 | 2 | 2 | |
| 12. Observance of Safety Rules | | 3 | 2 | | | | 2 | 3 | | |
| 13. Accident Record | 1 | 2 | 2 | | | 1 | 3 | 1 | | |
| 14. Personal Appearance, Cleanliness | | 1 | 3 | 1 | | | | 3 | 2 | |

The implications are multiple and all are not applicable to this project. However, mention should be made that the instrument developed through the project allowed an industry's management team to assess its own evaluation consistency (or lack thereof which proved to be the fact), and at the same time identified many areas in which the new employee differed little from the more long-term employee; specifically in speed, use of working time, use of materials, responsibility, initiative, attitude towards co-workers, attitude towards foremen, observance of safety rules and accident record. Whether the significance of this use of the survey is in identifying evaluation discrepencies or worker likeness would have to be assessed under more controlled conditions. Nonetheless, enough evidence exists that the instrument has a positive capability of causing management to develop standards and objective evaluation criteria to warrant inclusion in their report. While peripheral to this specific project,

EMPLOYER JOB SURVEY - (continued)

the issue is germaine to the assessment of positive job behaviors leading to successful employment.

## DISSEMINATION

Prepared and field-tested materials will be distributed to other County Vocational and Technical Schools and AVTS's through workshops. Additionally, other schools were invited to participate in an in-service workshop in which details of the survey, project and learning modules were discussed and materials made available for general use. It is anticipated that a 1981 RFP will address the participation of at least ten vocational school districts to act as pilot sites for validity and reliability determinations of products as well as to adopt/adapt the identified learning modules.

## SEX BIAS AND SEX ROLE STEREOTYPING

The elimination of this aspect of this societal behavior was accommodated through planned instruction and an emphasis on the identification of subtle, discriminating employer and job behaviors along with appropriate measures for remediation.

## SUMMARY

## CONCLUSION AND RECOMMENDATIONS

Overall, the project was most successful, generating both a usable Employer Job Survey instrument and data, along with learning modules capable of addressing the identified stated needs. Even more broadly, it reaffirmed prior impressions that job success is contingent upon more than developed skills in a specific vocational career area. According to employer perceptions, job holding success requires development of such positive affective behaviors as those addressed in both the survey and the selected learning modules.

Further, it was determined by the staff task force that positive behaviors can be taught through high-interest level materials designed to develop awareness of and sensitivity to individual personal conduct as it affects ones self and ones interaction with others.

It is recommended that those modules field-tested internally by the project task force be duplicated for dissemination on a more broad basis to gain data necessary for validity and reliability studies. It is also highly recommended that the project site school incorporate the appropriate learning modules into their standard curriculum in order to insure continued use and availability of the materials to all students.

# JOB RESPONSIBILITIES

Director-Consultant:

- Plan implementation of Project SEMG 182, page 1, subpart 3. objectives, 2c. with Director of E&I projects, Division of Career and Vocational Education. "c. to prepare, in cooperation with students, graduates, employers, and advisory committee, instructional units in at least five vocational program areas."
- Prepare a statement of Job Responsibilities
  - Director-Consultant
  - Research Assistant
  - Instructor Participants (20)
- Prepare materials for meeting with Middlesex County Vocational personnel
- Design and implement instructional syllabus
- Identify and submit materials for instructional sessions
- Maintain records for final report - budget and product
- Write final and interim report: Primary responsibility for Overview and Objective Part 2.c.
- Attend Division meeting (s) on a need-to-know basis.

Research Assistant:

- Full responsibility for implementing Project SEMG 182, page 1, subpart 3 objectives 1 a. and b.
  "a. to prepare and conduct a survey to identify student 'job holding
*** and success' problems and needs, representative sample can be COOP students/employers and advisory council.
  b. to prepare and conduct a survey to identify employer perceptions of graduate 'job holding and success' problems and needs".
- Attend and participate in all instructional sessions
- Assist as needed in the preparation of instructional materials
- Act as liaison between Director-Consultant and Middlesex County vocational personnel, including participating instructors
- Select project participants and determine meeting site
- Act as on-site resource person and supervisor
- Facilitate the use of secretarial personnel and duplicating facilities
- Attend Division meetings as required (approximately 3)
- Assist in compilation of the interim and Final Report with full responsibility for the final report, sections 1a. and b. with concomitant appendices.

Instructors (20):

- Attend all instructional sessions and participate in activities as delineated in Syllabus including:
  1. Match/Modify Goal/Objective/Modules using the CEEB Measures and Guidebooks Plan and Illinois Occupational Survival Skills.
  2. Write new modules if needed to articulate stated Goal and Objective areas
  3. Field test all module units
  4. Evaluate and rate final product
- Submit a minimum of 6 module units per participant in the assigned Goal areas.

*** to be completed in conjunction with Glenn Methner's project as agreed 8/25/80.

PROJECT DIRECTOR - Ms. Jean Masters

ASSISTANT PROJECT DIRECTOR - Mr. William Cimochowski

PROJECT PARTICIPANTS:

Deborah Buchma

James Conneran

Michael D'Anton

Elaine Dobrosielski

Jerine Dunham

Donald Fagans

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Mary Ann Opanowicz

Susan Pasacano

Steven Shapiro

Walter Smith

Lina Steckler

Ann Swoboda

## CRITERIA FOR EVALUATING MODULES

1. Is the module appropriate for the subject area?
2. Is the module appropriate for the age-grade level indicated?
3. Is the module consistent with the objective or indicators specified?
4. Are the module objectives and intent clearly stated?
5. Are the objectives adequate in describing expected behavior?
6. Is the content compatible with the objectives and indicators; does the content support the attainment of stated outcomes?
7. Are the module components sufficiently developed?
8. Are the activities varied but appropriate to enable students to attain competencies?
9. Are resources needed to complete the modules adequately identified?
10. Is the content expressed in language that is universally understood?
11. Would the module lend itself to use by other teachers? In a variety of settings?
12. Is the module sex fair and free of cultural bias?

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## MODULE EVALUATION FORM

Developer _____

School _____ District _____

Grade level range _____

Subject area _____

Field testing_____

by whom? _____ #of students involved _____

Please rate the module on each of the items below by circling the appropriate response on the right.

| | | very much so | some what | little | none |
|---|---|---|---|---|---|
| 1. | Appropriateness for subject | 4 | 3 | 2 | 1 |
| 2. | Appropriateness for age--grade ability level | 4 | 3 | 2 | 1 |
| 3. | Level of student interest in activities | 4 | 3 | 2 | 1 |
| 4. | Freedom from sex bias or cultural bias | 4 | 3 | 2 | 1 |
| 5. | Use of supportive media | 4 | 3 | 2 | 1 |
| 6. | Use of student activities | 4 | 3 | 2 | 1 |
| 7. | Provision of independent study materials | 4 | 3 | 2 | 1 |
| 8. | Usable by other teachers in a variety of settings | 4 | 3 | 2 | 1 |

# COMPOSITE
## EMPLOYER JOB SURVEY

v.

Optional

Employer _____

Address _____

| ACCURACY OF WORK | |
|---|---|
| 5 | 1. Makes many errors |
| 21 | 2. Is careless |
| 42 | 3. Is fairly accurate |
| 20 | 4. Is careful |
| 4 | 5. Is very accurate |
| 6 | NR |

| CARE OF WORKING SPACE | |
|---|---|
| 8 | 1. Very untidy |
| 9 | 2. Careless |
| 27 | 3. Just passable |
| 29 | 4. Keeps space clean |
| 20 | 5. Space very clean and orderly |
| 5 | NR |

| HANDLING OF TOOLS & EQUIPMENT | |
|---|---|
| 7 | 1. Rough |
| 16 | 2. Careless |
| 42 | 3. Indifferent |
| 26 | 4. Careful |
| 5 | 5. Very careful |
| 2 | NR |

| SPEED | |
|---|---|
| 5 | 1. Very slow |
| 26 | 2. Slow |
| 46 | 3. Ordinary |
| 13 | 4. Fast |
| 4 | 5. Very fast |
| 4 | NR |

| USE OF WORKING TIME | |
|---|---|
| 8 | 1. Very wasteful |
| 16 | 2. Loafs with others |
| 42 | 3. Passable |
| 27 | 4. Busy |
| 6 | 5. Very busy |
| 4 | NR |

| USE OF MATERIALS | |
|---|---|
| 10 | 1. Wasteful |
| 23 | 2. Careless |
| 26 | 3. Fair |
| 28 | 4. Good |
| 5 | 5. Very careful |
| 6 | NR |

| RESPONSIBILITY | |
|---|---|
| 5 | 1. Buck passer |
| 22 | 2. Evades responsibility |
| 34 | 3. Passable |
| 17 | 4. Likes it |
| 14 | 5. Seeks it and handles it well |
| 6 | NR |

| INITIATIVE | |
|---|---|
| 4 | 1. Doesn't exhibit any |
| 27 | 2. Very little |
| 47 | 3. Average |
| 12 | 4. Offers many suggestions |
| 3 | 5. Very original |
| 5 | NR |

| ATTENDANCE | |
|---|---|
| 10 | 1. Off a great deal no valid reason |
| 24 | 2. Off occasionally no valid reason |
| 33 | 3. Off occasionally with valid reason |
| 24 | 4. Seldom off |
| 4 | 5. Never tardy |
| 3 | NR |

| ATTITUDE TOWARDS CO-WORKERS | |
|---|---|
| 3 | 1. Does not get along |
| 5 | 2. Looks down on them |
| 24 | 3. Neutral |
| 44 | 4. Good |
| 16 | 5. Well liked, very cooperative |
| 6 | NR |

| ATTITUDE TOWARDS FOREMEN | |
|---|---|
| 3 | 1. Disrespectful |
| 7 | 2. Does not cooperate |
| 32 | 3. Average |
| 40 | 4. Cooperates |
| 11 | 5. Very respectful, helpful |
| 5 | NR |

| OBSERVANCE OF SAFETY RULES | |
|---|---|
| 6 | 1. Disregards rules openly |
| 15 | 2. Disregards when not watched |
| 36 | 3. Average |
| 31 | 4. Observes rules |
| 5 | 5. Observes rules, has own rules too |
| 5 | NR |

| ACCIDENT RECORD | |
|---|---|
| 4 | 1. Many accidents thru carelessness |
| 20 | 2. Minor injuries thru carelessness |
| 20 | 3. Few minor injuries |
| 37 | 4. Seldom injured |
| 12 | 5. Never gets injured |
| 5 | NR |

| PERSONAL APPEARANCE, CLEANLINESS | |
|---|---|
| 3 | 1. Slovenly and dirty |
| 7 | 2. Untidy |
| 43 | 3. Fair |
| 34 | 4. Neat and clean |
| 7 | 5. Exceptionally pleasing |
| 4 | NR |

(NR) No response

SEMG 182

FINAL REPORT

OF

PROJECT: Instructing Students In Developing, Planning and Managing Their Careers

1980-81

Burr D. Coe
Middlesex County Vocational & Technical H.S.
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Funded by: N. J. Dept. of Education,
Division of Vocational Education,
PL94882, Pilot Demonstration and Exemplary Programs

Sample Evaluation Units

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MODULE EVALUATION FORM

Developer JERINE DUNHAM

School Burr D. Coe Voc. & Tech. H. S., Special Needs District Middlesex Cty. Vo-Tech

Grade level range 10

Subject area Related Class - Working in Organizations - Session One

Field testing

by whom? Jerine Dunham #of students involved 13

Please rate the module on each of the items below by circling the appropriate response on the right.

| | | very much so | some what | little | none |
|---|---|---|---|---|---|
| 1. | Appropriateness for subject | 4 | (3) | 2 | 1 |
| 2. | Appropriateness for age--grade ability level | 4 | (3) | 2 | 1 |
| 3. | Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. | Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. | Use of supportive media | 4 | 3 | (2) | 1 |
| 6. | Use of student activities | (4) | 3 | 2 | 1 |
| 7. | Provision of independent study materials | 4 | 3 | (2) | 1 |
| 8. | Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

The frustration point reached with this lesson was intensified with this Special Needs class. I had to take one student asfde and explain part of the plan so she could function in that environment; still she was not successful. (Only 3 survived)

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

# SESSION ONE

**TOPIC:** The Value of Organizations

**OBJECTIVE:** After participating in Round One of the "Survival" activity, students will become aware that working as individuals may not be the most effective means of accomplishing work tasks.

**SURVIVAL SKILLS EMPHASIZED:**

- Working as a team member
- Making independent decisions
- Adjusting to work situations
- Following instructions

**IMPORTANCE:** Living without organizations would be difficult to imagine. Although people might be able to fulfill all their own needs without help from others, it would certainly not be easy. People form organizations to satisfy their own personal needs. By cooperating with others, people are able to meet their needs more easily, quickly, and effectively than they could working as individuals.

We generally take organizations for granted and overlook their real value. Understanding how people can benefit by forming organizations and/or working in organizations will help students to enter the work force with a positive attitude toward an organization's goals.

**MATERIALS AND EQUIPMENT:**

Unlined white paper
Cloth, such as an old sheet
Colored paper, green and yellow
5 compasses*
6 rulers*
7 pencils*
1 washer or bottle cap* (any small round object)
3 scissors*
3 felt markers*
2 staplers*

* This amount of equipment is suggested for a class of approximately 25 students. No other equipment is permitted during the simulation, so the instructor may wish to mark these items with colored tape so they can be identified easily.

One copy of Figure 1 -- Item Needed for Survival -- Fish
One copy of Figure 2 -- Item Needed for Survival -- Igloo
One copy of Figure 3 -- Item Needed for Survival -- Poncho

ACTIVITY: "Survival" Simulation* - (Round One)

1. Set the scene for the simulation by telling the students that they have been lost on an Arctic island with little hope of rescue.

2. Explain that in order to survive, each of them must satisfy their basic needs for food, clothing, and shelter.

3. Place each Figure in a different part of the classroom.

4. Explain that in order to survive, each student must make one fish (Figure 1), one igloo (Figure 2), and one poncho (Figure 3). Show students the Figures. Explain that the items they make must be reasonable reproductions of the Figures. Explain the following rules:

   - No tracing of the models is allowed.
   - After an item is made, it must immediately be handed to the instructor for credit. If it is not a reasonable reproduction, the instructor will send them back to improve it.
   - Have students write their names on the back of each item they complete.
   - Students will only be allowed to use the resources supplied by the instructor. Since all equipment is marked for identification, any unmarked equipment will be removed from the game.

---

* Adapted from "Survival", A Simulation to Introduce students to the Study of Economics, by Bill Jennings. Originally published in Rapport, Winter, 1976/77, Canadian Foundation for Economic Education. Reprinted with permission.

- To prevent students from breaking pencils to increase their "resources," inform the class that all broken pencils will be removed from the game.

5. Show the students all the materials and equipment, leaving it in one pile in the center of the room. Tell the class that their tasks must be completed in 20 minutes. Warn them that since some of the tools can cause injury, that you will allow no roughhouse tactics.

6. After the game has started, the instructor's role is simply to enforce the rules, to listen sympathetically, and to encourage those who give up or who are slow starters.

7. Record who successfully produces the items during Round One.

VARIATION: For classes in which students do not have skills such as using rulers and compasses, the Figures may be simplified and/or cardboard patterns may be provided.

FOLLOW-UP:

1. More complete follow-up of the simulation will be carried out after Round Two which will be played during Session Two. On some occasions, the whole first round breaks down in frustration as students become aware that they have no hope of completing all the tasks. If this happens, end the first round.

   - The purpose of the first round is to have students experience the difficulty of individually producing a large quantity of goods with limited resources in a limited amount of time.

2. Review the results of the activity with students.

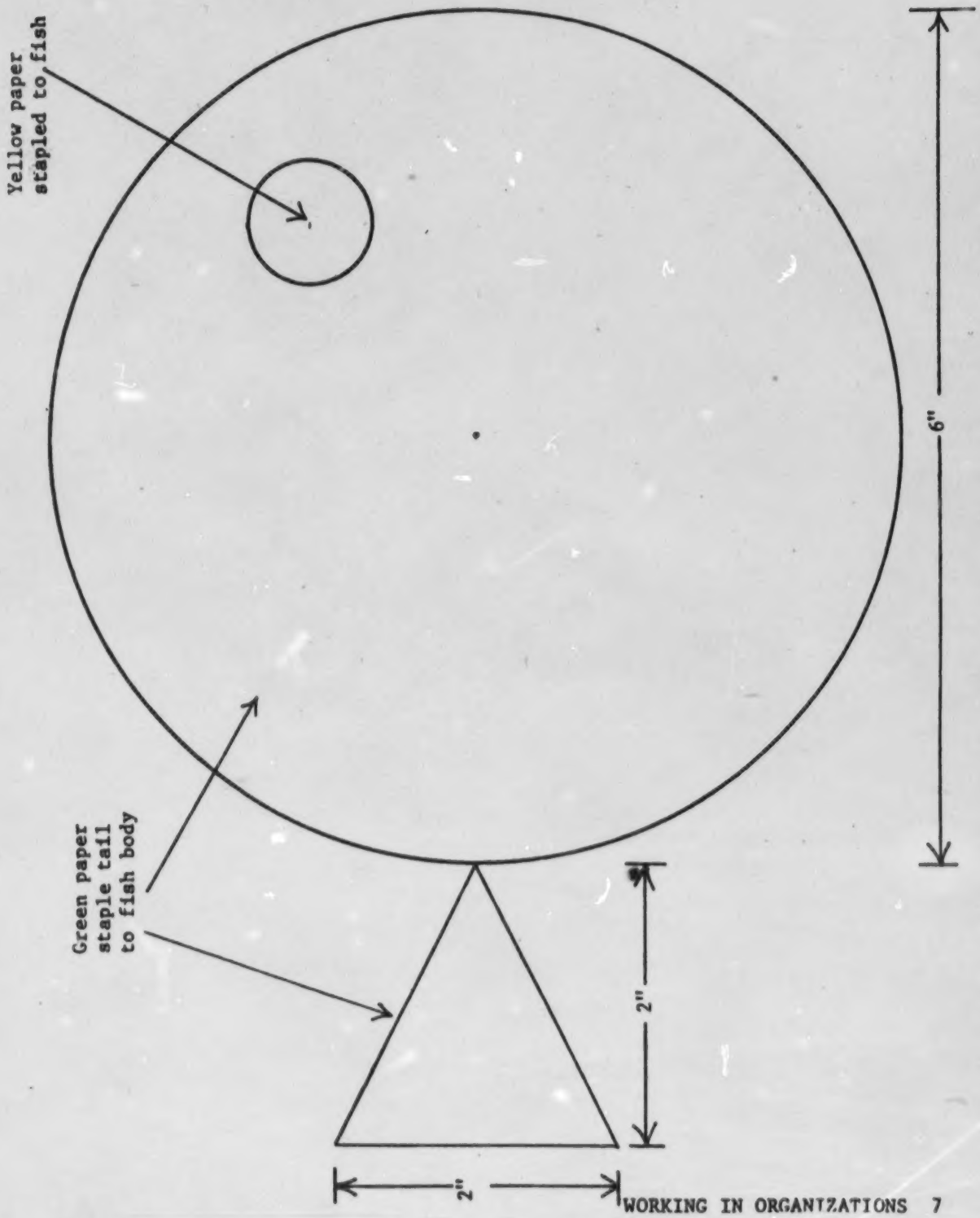
   - Did any students "survive?" Why or why not?

   - What problems did students face when trying to produce the three items?

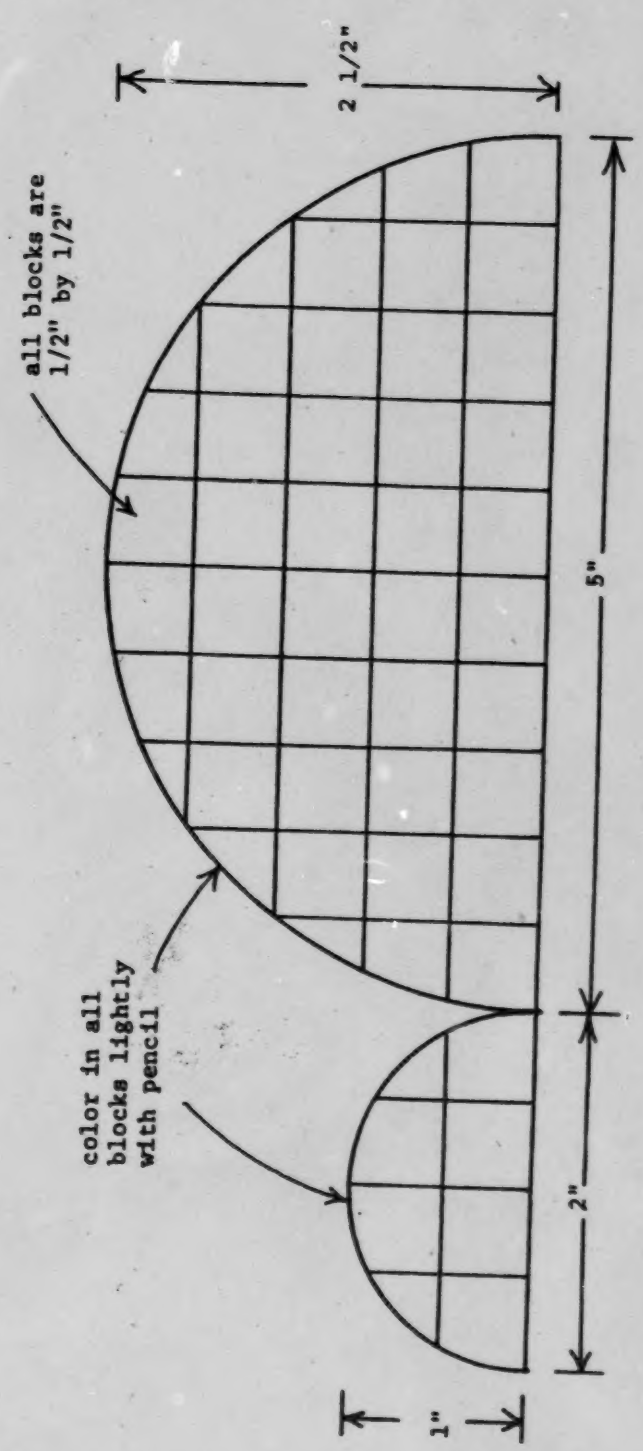
3. Collect all the materials and equipment, making sure that everything is accounted for. Be sure that any completed or practically completed items are destroyed, so that students may not use these items for the following session.

NOTE: As an optional out of class assignment, the instructor may ask students to think of ways to produce the items more efficiently under the same conditions.

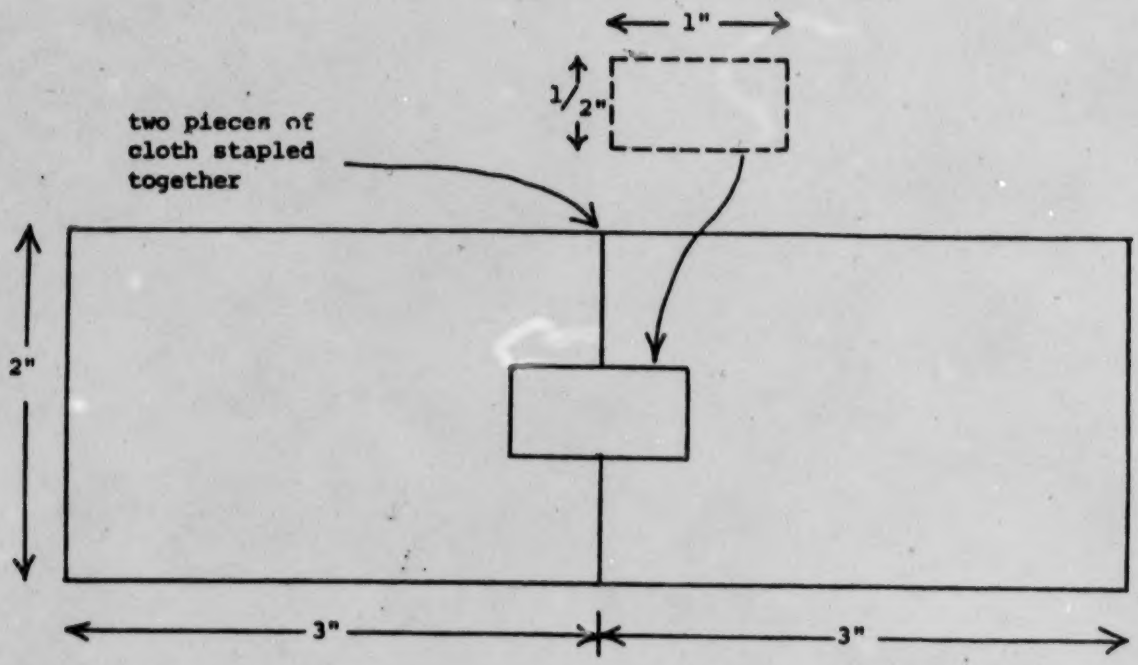
# Figure #1 Item Needed for Survival: Fish



# Figure #2 Item Needed for Survival: Igloo



# Figure #3 Item Needed for Survival: Poncho



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MODULE EVALUATION FORM

Developer ELAINE DOBROSIELSKI

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 12

Subject area Family Living - Topice: Forecasting the Future of Work - Session One

Field testing

by whom? E. Dobrosielski #of students involved 8

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. Use of supportive media | 4 | 3 | 2 | (1) |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | 4 | 3 | 2 | (1) |
| 8. Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

# SESSION ONE

**TOPIC:** Forecasting the Future of Work

**OBJECTIVE:** By responding to and discussing a questionnaire about the future, students will become aware of how changes can affect work situations in the future.

**SURVIVAL SKILLS EMPHASIZED:**

- Adjusting to work situations
- Having specialized training
- Using imagination
- Understanding written information
- Basic writing skills

**IMPORTANCE:** The world of work is changing rapidly and will change at an even faster rate in the future. Students need to view work as a part of their lives which will change as the rest of the world changes. Tomorrow's workers will need to be able to adapt to change at a faster rate than ever before. The first step in being able to adapt to change is to become aware of change.

**MATERIALS AND EQUIPMENT:** Student Worksheet #1 - Forecasts for the World of Work Beyond the Year 2000.

**ACTIVITY:** Forecasts for the World of Work Beyond the Year 2000*

1. Distribute Student Worksheet #1 - Forecasts for the World of Work Beyond the Year 2000.
2. Read the directions for completing the worksheet to the students before they begin.
3. Have students complete the worksheet.

* Adapted from "Forecasts for the Year 2000," Intercom #77, Winter 74/75, p. 31. Reprinted with permission.

FOLLOW-UP: 1. Class discussion can be generated for each statement by:

- asking how many students approve or disapprove of each statement and having students give reasons for their responses.
- asking how many students believe the prediction will or will not happen and having students give reasons for their responses.

2. Have the class make additional predictions and explain how these predictions might affect workers.

| Approve | Dis-approve | FORECASTS: BEYOND THE YEAR 2000 | Will Happen | Will Not Happen |
|---|---|---|---|---|
| | | 7. People will become more concerned with helping other people than making money. | | |
| | | 8. Robots and other machines will be used to do all heavy physical labor, so fewer people will be working in factories. Instead, more people will be working in service industries. | | |
| | | 9. Workers who enter the work force in the year 2000 will change jobs at least twenty times before they retire. Since jobs will become out of date very quickly, workers will have to plan for a series of different jobs during their careers. | | |
| | | 10. Approximately two-thirds of the jobs which will be available in the year 2000 do not exist today. Since many workers do not have the necessary job skills, unemployment will be the nation's biggest problem. | | |
| | | 11. Oceans will become an important source of food and minerals. Workers will spend great amounts of time under water, and may even live there. | | |
| | | 12. Many jobs will be available on space stations and in the field of space transportation, communication, and weather control. | | |
| | | 13. People will have large amounts of free time. Jobs will have to be created to prevent people from becoming bored. | | |
| | | 14. Workers will be given leaves of absence from one to four months every year to update their skills and knowledge. | | |
| | | 15. Seniority will no longer be used to determine job promotions. Only workers who have current skills and knowledge will remain employed. | | |
| | | 16. Ninety percent of the U.S. population will be living in 50 cities. These cities will need large numbers of workers to handle urban problems such as crime and transportation. | | |
| | | 17. A world wide business language will be created and all workers will be required to use it. | | |

# Student Worksheet #1 Forecasts for the World of Work Beyond the Year 2000

Each statement below describes a possible condition after the year 2000. For each statement, place a check (✔) in one of the left-hand columns to show whether you APPROVE or DISAPPROVE of the condition.

On the right-hand side, place a check (✔) in one of the columns to show whether you think the forecast WILL HAPPEN or WILL NOT HAPPEN. Be prepared to explain the reasons for your responses.

| Approve | Dis-approve | FORECASTS: BEYOND THE YEAR 2000 | Will Happen | Will Not Happen |
|---|---|---|---|---|
| | | 1. The population of the U.S. will increase much more slowly, so fewer young people will be seeking work. As a result, workers will not retire until age 75. | | |
| | | 2. People will live longer as a result of advances in medicine and health care. Workers will be needed in health care nursing homes and leisure services for older people. | | |
| | | 3. Millions of people will be dying of hunger in some countries where the population has increased faster than the ability to produce food. The U.S. will again become mainly an agricultural country with the task of feeding the world. The number of jobs in agriculture will increase dramatically. | | |
| | | 4. Since pollution is increasing, jobs in the environmental protection field will be plentiful. Workers in this field will be highly respected. | | |
| | | 5. Many natural resources such as oil, natural gas, and metals will be almost exhausted. People who have worked in industries which depend on these resources will become unemployed. | | |
| | | 6. Most of the energy used in the U.S. will be produced in nuclear power plants. Many jobs will be available in the field of nuclear power, especially providing security and protection for these plants. | | |

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MODULE EVALUATION FORM

Developer M. A. OPANOWICZ

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 11

Subject area Health Occupations - Motives and Interpersonal Relations - Session Three

Field testing 10/28/80

by whom? M. A. Opanowicz #of students involved 11

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. Use of supportive media | (4) | 3 | 2 | 1 |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | 4 | (3) | 2 | 1 |
| 8. Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

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MODULE EVALUATION FORM

Developer DONALD H. FAGANS

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 12

Subject area Beauty Culture - Topic: Motives and Interpersonal Relations - Session Three

Field testing

by whom? D. Fagans #of students involved 25

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | 4 | (3) | 2 | 1 |
| 2. Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | 4 | 3 | (2) | 1 |
| 5. Use of supportive media | 4 | 3 | (2) | 1 |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | 4 | 3 | 2 | (1) |
| 8. Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

# SESSION THREE

**TOPIC:** Motives and Interpersonal Relations

**OBJECTIVE:** After participating in a class discussion of the case study, Carl Schmidt, students will recognize how motives affect interpersonal relations on the job.

**SURVIVAL SKILLS EMPHASIZED:**

- Getting along with others
- Working as a team member
- Understanding written information
- Maintaining good health
- Giving an honest day's work
- Making independent decisions
- Knowing what is expected
- Knowledge of operating procedures
- Following instructions
- Working under pressure

**IMPORTANCE:** Motives are needs or desires which cause persons to act in certain ways. Thus, the base of interpersonal behavior is motives. In fact, when two people interact, the feelings that result are closely connected to their hidden motives. If feelings are difficult to express or recognize, motives are even more difficult to express. Students need to learn to recognize motives and identify the relationship between motives and behavior in an interpersonal relationship.

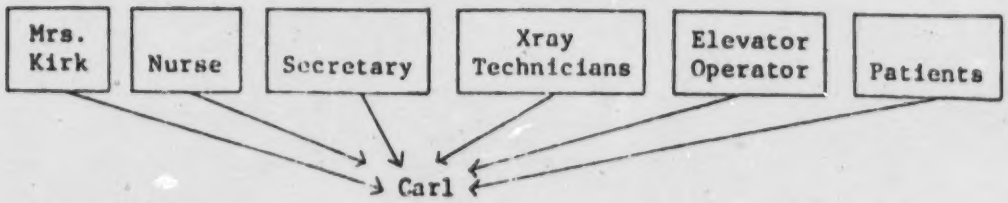
**MATERIALS AND EQUIPMENT:** Student Worksheet #2 - Carl Schmidt

**ACTIVITY:** Case Study of Carl Schmidt

1. Ask students to read Student Worksheet #2 - Carl Schmidt and answer the questions.

2. Start a discussion by asking the students why Carl resigned, seemingly so suddenly. Was it really abrupt? What happened?

- One way to look at what happened is to look at the relationships between Carl and the people he worked with. Put this diagram on the chalkboard:




- To Carl all interactions seemed to be one way; everyone interacting 'downward' toward him, with Carl at the receiving end.

- Ask students to put themselves in Carl's place and say how Carl might have felt about these interactions.

- Now draw the class' attention to Carl's motives (what he wanted from the job): he wanted to help people; he felt that working in a hospital would give him good experience; he wanted to save money.

- It might have been possible for Carl to get what he wanted from the job, yet he resigned suddenly. Ask students why this happened. How did Carl's relationship with his coworkers have an effect?

- Could Mrs. Kirk have used Carl's motives for taking the job? Could she have let the people in the Xray department know Carl's motives? What could they have done to keep Carl from getting frustrated?

- Be prepared also to examine Carl's own responsibility. Did he have any control over the situation? What could he have done instead of resigning suddenly? Could he have done something to improve the situation before he felt like resigning?

FOLLOW-UP: Conclude the case discussion with a discussion of the following questions:

- What is the role of Mrs. Kirk in Carl's problem?

- What could she have done differently?

- Do you think Mrs. Kirk recognized Carl's real motives for accepting the job? If she didn't how could she have found them out?

- How could Mrs. Kirk have used what she knew about Carl to make his job more satisfying?

# Student Worksheet #2 Carl Schmidt

In June, Carl Schmidt was hired as an attendant in the X-ray Department of Morrow Hospital. Carl's duties were:

(1) calling for patients in their rooms

(2) helping them from bed to wheelchair or stretcher

(3) bringing them to the X-ray Department

(4) helping them into position in the x-ray rooms

(5) returning them to their own rooms.

This took all of Carl's time. Mrs. Kirk, the personnel director, had always found this a difficult job to fill. Because of the amount of lifting, Carl had to be strong, and he had to be liked by the patients. He had to find his way around the hospital, follow directions, and work on his own. Yet, Carl's job was a dead end. The personnel director believed that it did not prepare him for any other job in the hospital. Turnover on Carl's job was very high.

When Carl applied for a job in the hospital, he explained that he needed to work for at least a year to save some money before taking a paramedic training course. He wanted to help people, and also felt that working in a hospital would be a good experience. When Mrs. Kirk described the job of x-ray attendant, Carl accepted it at once. Mrs. Kirk was glad that the job was filled for the next year.

Carl quickly learned his way around the hospital, and seemed to be enjoying his job. The X-ray Department staff was friendly, and liked Carl. Mrs. Kirk checked on Carl during his first month of work, and everything seemed to be going well.

In February, Mrs. Kirk was surprised to discover that Carl had quit his job. On his last day of work she asked him why he had quit. To explain, Carl simply described a single trip from his morning:

"What next?" Carl asked the secretary in the X-ray Department. It was 11 o'clock in the morning and this was almost his first pause for a breath.

"Mrs. Johnson, West Third; bring her down for another treatment. Then take the man who's in there now--Baker--back to South 411. And while you're in that wing, you might as well run up to 614 on the same trip and get Johnny Cazetti. Dr. Waters wants another picture to see how his back is knitting. He'll go in Room C."

"Where are the requisitions?"

"Who has time to make out requisitions?" she laughed. "Check the order-book if you forget."

Carl set out for the West Wing. As he stepped off the elevator on third, the charge nurse looked up from the desk, "Well, glad you finally got here. I began to think Mrs. Johnson never would get down for her treatment. 322, you know."

Mrs. Johnson was a large woman with a voice to match. She had not enjoyed her morning of waiting, without breakfast, to go down for another treatment. "What do you mean, am I ready?" were her first words. "I've been ready for two hours, young man. If some of you husky people here were sick once in awhile yourselves, you might have a little more sympathy instead of keeping us waiting. Ooooh, careful, young man. Do you have to be so rough? Watch out. Don't drop me. You've tucked that blanket too tight around my toes. There, that's better."

In the elevator, the operator said, "Straighten out that stretcher! Still three more people coming on here."

"Let's see, now," Carl said as he wheeled Mrs. Johnson into the X-ray Department. "Room C, she said." Carl maneuvered the stretcher as close to the x-ray table in Room C as he could get it, then lifted Mrs. Johnson onto the table and helped her to roll onto her side in the position required for the treatment. Just then the technician walked in.

"Hello, Mr. Ca . . . This isn't the right patient, Carl," she said.

"Mrs. Johnson; she gets a treatment here [illegible]ther day," he said. Then added, "It's on the order book."

"She doesn't come in here" the technician replied, heading for the desk with Carl at her heels. "Room A," she concluded from the order book. "Move her in there. And when you bring Johnny Cazetti down, ask the nurse for his folder. She was supposed to send it with the messenger this morning but there must have been a slip-up somewhere."

QUESTIONS: The following questions are aimed at helping you prepare for discussing the case, Carl Schmidt:

1. What was Carl's job?

2. Why did Carl take the job?

3. List the names of all persons Carl worked with.

4. What were Carl's duties?

5. Why did Mrs. Kirk have difficulty filling Carl's job?

6. How good was Carl at learning his job?

7. Why did Carl suddenly resign?

8. Who do you think was responsible for the 'mix-up'?

9. Do you think 'things' could have been different? What? And how?

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MODULE EVALUATION FORM

Developer AFAF FAKHRY

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 10

Subject area Science - Personal Factors Affecting Communications - Session One

Field testing

by whom? A. Fakhry #of students involved 24

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. Appropriateness for age--grade ability level | 4 | (3) | 2 | 1 |
| 3. Level of student interest in activities | 4 | (3) | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | 4 | (3) | 2 | 1 |
| 5. Use of supportive media | 4 | (3) | 2 | 1 |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | 4 | 3 | 2 | 1 |
| 8. Usable by other teachers in a variety of settings | 4 | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

# SESSION ONE

**TOPIC:** Personal Factors Affecting Communication

**OBJECTIVE:** By completing and discussing the Communication Skills Survey, students will appreciate how their a) self concept, b) ability to listen, and c) ability to give information clearly can affect how well they communicate with others.

**SURVIVAL SKILLS EMPHASIZED:**

- Getting along with others
- Understanding written information
- Basic speaking skills
- Knowing your strengths and weaknesses
- Knowing what is expected

**IMPORTANCE:** Most workers need to communicate with others such as co-workers, supervisors, subordinates, and customers. How well people communicate depends on a) how they view themselves, b) how well they listen, and c) how well they give information. This session is designed to help students develop an understanding of how these three factors affect their ability to communicate. In addition, students will have an opportunity to assess their communication skills and become aware of the skills they need to improve.

**MATERIALS AND EQUIPMENT:** Student Worksheet #1 - Communication Skills Survey

**ACTIVITY:** Communication Skills Survey*

1. Distribute Student Worksheet #1 - Communication Skills Survey to each student.
2. Read the directions for completing the survey before the students begin.

*Adapted with permission from Millard J. Bienvenu, Sr., The 1974 Annual Handbook for Facilitators, Pfeiffer and Jones.

3. Emphasize that the survey is for personal evaluation and will not be seen by the instructor.

4. Have students complete the worksheet.

FOLLOW-UP:

1. Write on the chalkboard the following three personal factors that affect communication and are sampled by the Communication Skills Survey:

   - self concept
   - ability to listen
   - ability to give information clearly

2. Ask students to write their own definitions of self concept on a sheet of paper. Have several students read their definitions to the class. Use these student definitions to derive one composite definition. For example:

   - Self concept means the opinions persons have of themselves.

3. Have the students discuss how self concept affects a person's ability to communicate. For example, a person who has a poor self concept may have difficulty:

   - conversing with others
   - admitting mistakes
   - accepting criticism

4. Discuss questions 1 through 11 of the Communication Skills Survey with the class. These questions deal with self concept. Answers which reflect a positive self concept are:

   1. no, 2. no, 3. no, 4. no, 5. no, 6. yes,
   7. no, 8. no, 9. yes, 10. no, 11. yes

   - The instructor should discuss each question with the class and have the students suggest ways that each question might apply to a work situation. On the basis of their responses to the questions just discussed, have the students rate their own self concepts as a) highly positive, b) slightly positive, c) slightly negative, or d) highly negative. No discussion of specific student ratings is necessary, but the class may wish to discuss some general ways of improving their self concepts.

5. Ask the students to define listening, and explain how it affects communication on the job. Use the student definitions to derive one definition and write the composite definition on the chalkboard.

   - Listening is more complicated than the physical process of hearing. Hearing is done with the ears, while listening occurs when the listener understands the speaker's meaning. Effective communication cannot occur if the receiver of the information is not listening. In order for workers to complete assignments successfully, they must listen to instructions rather than just hear them.

6. Discuss questions 11 through 18 from the Communication Skills Survey with the class. These questions deal with the skill of listening. Answers which indicate an ability to listen are the following:

   11. yes, 12. no, 13. yes, 14. no, 15. yes, 16. no, 17. yes, 18. yes

   NOTE: Some of the questions relate to more than one of the personal factors being discussed. For example, question 11 relates to both self concept and listening.

   - The instructor should discuss each question with the class and have the students suggest ways that each question might apply to a work situation. On the basis of their responses to the questions on the worksheet, ask students to rate their listening skills as a) good, b) average, or c) needing improvement.

7. Ask the students to define what is meant by the ability to give information clearly and explain how this skill affects communication on the job. Use the student definitions to derive one definition and write this composite definition on the chalkboard.

   - Giving information clearly is the ability to communicate so that the receiver can understand what is meant. Information should be given simply and completely. Just because information is clear to the person giving it, it is not necessarily clear to the receiver. A person who is skilled at giving information clearly often checks with the receiver to see if the information is understood.

8. Discuss questions 6, 10, and 18 through 21 from the Communication Skills Survey. These questions deal with the skill of giving information clearly. Responses that indicate an ability to give information clearly are the following:

   6. yes, 10. no, 18. yes, 19. yes, 20. no, 21. yes

   - The instructor should discuss each question with the class and have the students suggest ways in which each question might apply to a work situation. On the basis of their responses to these questions, ask students to rate their skill at giving information clearly as a) good, b) average, or c) needing improvement.

# Student Worksheet #1 Communication Skills Survey

Complete the following survey as quickly as you can without talking to anyone else. It is important that you answer all the questions honestly. This is not a test. There are no right or wrong answers.

Check the YES column when you would answer the question "most of the time" or "usually." Check the NO column when you would answer the question "seldom" or "never." Please answer each question either YES or NO.

| | YES (most of the time or usually) | NO (seldom or never) |
|---|---|---|
| 1. Do you have difficulty talking with other people? | | |
| 2. Do you have difficulty expressing your ideas when they are different from the ideas of people around you? | | |
| 3. Do you have difficulty accepting criticism from others? | | |
| 4. Do you feel upset when someone disagrees with you? | | |
| 5. Do you agree with others just because you are afraid they will be angry with you if you don't? | | |
| 6. Are other people usually interested in what you have to say? | | |
| 7. Do you believe that other people wish you were a different kind of person? | | |
| 8. Do others say that you always seem to think you are right? | | |
| 9. When you know that you are wrong about something, do you admit it? | | |
| 10. When you are trying to explain something, do you feel like other people are putting words in your mouth? | | |

## Student Worksheet #1 Communication Skills Survey (continued)

| | YES (most of the time or usually) | NO (seldom or never) |
|---|---|---|
| 11. When you are given instructions you don't completely understand, do you ask the person to explain? | | |
| 12. In conversation, do you seem to talk more than other people? | | |
| 13. In conversation, do you let the other person finish talking before you reply? | | |
| 14. Do you find yourself not paying attention when other people are talking during a conversation? | | |
| 15. Do you try to understand what other people say? | | |
| 16. Do you pretend you are listening to others when actually you are not? | | |
| 17. Can you tell the difference between what people are saying and what they may be feeling? | | |
| 18. While speaking, are you aware of how others are reacting to what you are saying? | | |
| 19. Do your words come out the way you want them to in conversation? | | |
| 20. Do you usually assume that other people know what you are trying to say without explaining what you mean? | | |
| 21. Do you help others to understand you by saying how you think, feel, and believe? | | |

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MODULE EVALUATION FORM

Developer THELMA FREEMAN

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 10

Subject area Beauty Culture - Topic: Self-Concept - Session One

Field testing

by whom? Thelma Freeman #of students involved 27

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. Use of supportive media | (4) | 3 | 2 | 1 |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | (4) | 3 | 2 | 1 |
| 8. Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

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MODULE EVALUATION FORM

Developer J. M. CONNERAN

School Burr D. Coe Voc. & Tech. H. S. (Special Needs) District Middlesex Cty. Vo-Tech

Grade level range 9

Subject area Guidance - Topic: Self Concept - Session One

Field testing 11/13/80

by whom? J. M. Conneran #of students involved 30

Please rate the module on each of the items below by circling the appropriate response on the right.

| | | very much so | some what | little | none |
|---|---|---|---|---|---|
| 1. | Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. | Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. | Level of student interest in activities | 4 | (3) | 2 | 1 |
| 4. | Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. | Use of supportive media | 4 | 3 | (2) | 1 |
| 6. | Use of student activities | (4) | 3 | 2 | 1 |
| 7. | Provision of independent study materials | 4 | 3 | (2) | 1 |
| 8. | Usable by other teachers in a variety of settings | 4 | 3 | (2) | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

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MODULE EVALUATION FORM

Developer ANN SWOBODA

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 9-12 (Special Needs)

Subject area Independent Living Skills Class - Understanding Self - Session O Self-Concept

Field testing

by whom? Ann Swoboda #of students involved 11

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. Appropriateness for age--grade ability level | 4 | (3) | 2 | 1 |
| 3. Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. Use of supportive media | 4 | 3 | 2 | (1) |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | 4 | 3 | 2 | (1) |
| 8. Usable by other teachers in a variety of settings | 4 | (3) | 2 | 1 |

Students needed help in formulating questions. Enjoyed talking about themselves to others as some do not do this in regular class. Lesson is useful as an introductory topic to working in groups.

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

Understanding Self
Session One
Topic Self-Concept

attach a copy of lesson when sent

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MODULE EVALUATION FORM

Developer Ann Swoboda

School Berr D Cir. Vocational-Technical H.S. District Middlesex Co. Voc Tech Schools

Grade level range 9-12 (Special Needs)

Subject area Independent Living Skills Class

Field testing

by whom? Ann Swoboda #of students involved 11

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. Appropriateness for age--grade ability level | 4 | (3) | 2 | 1 |
| 3. Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. Use of supportive media | 4 | 3 | 2 | (1) |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | 4 | 3 | 2 | (1) |
| 8. Usable by other teachers in a variety of settings | 4 | (3) | 2 | 1 |

Students needed help in formulating questions. Enjoyed talking about selves to others as some do not do this in regular classes. Lesson is useful as an introducing topic to working in groups.

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MODULE EVALUATION FORM

Developer ELAINE DOBROSIELSKI

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 11

Subject area Nutrition - Health Occupations - Topic: Self-Concept - Session One

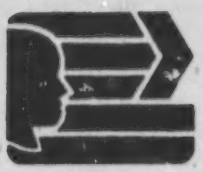
Field testing

by whom? E. Dobrosielski #of students involved 10

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | 4 | (3) | 2 | 1 |
| 2. Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. Level of student interest in activities | 4 | (3) | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. Use of supportive media | 4 | 3 | 2 | (1) |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | 4 | 3 | 2 | (1) |
| 8. Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.



# SESSION ONE

**TOPIC:** Self-Concept

**OBJECTIVE:** After comparing their own self concepts to impressions they make on others, students will develop an understanding of how their own self concepts and the impressions they make on others can affect their success in work situations.

**SURVIVAL SKILLS EMPHASIZED:**

- Getting along with others
- Knowing your strengths and weaknesses
- Basic speaking skills
- Basic writing skills

**IMPORTANCE:** How people see themselves affects their success at work. There may be a difference, however, between the way people view themselves and how other people view them. In work situations, how we are viewed by others is important. The aim of this session is to alert students to some of the differences between the way they view themselves and the way others view them. A good example of this is the person who thinks of him/herself as shy, but is viewed by other people as cool and unfriendly.

**MATERIALS AND EQUIPMENT:** Student Worksheet #1 - Getting to Know Me.

**ACTIVITY:** Getting to Know Me

1. Distribute Student Worksheet #1 - Getting to Know Me.
2. Have students each list ten questions a person could ask them to get to know them better. Some examples might be:
   - If you could have one wish, what would it be?
   - What kind of future are you planning for yourself?

- What makes you happy?

- What makes you angry?

3. Have students choose a partner. One way of pairing students for the activity is to have students choose the person they feel they know the least.

4. Have the students exchange the lists they have written on Student Worksheet #1 with their partners. Have students ask each other the questions they have written. The partner is to write down the responses to the questions.

5. After each pair of students has had an opportunity to write responses to the ten questions, have them join another set of partners so that there will be four students per group.

6. Have each student in the groups of four describe his or her partner to the other group members. Encourage students to describe their partners in their own words rather than simply reading from the worksheet.

7. Group members should be given an opportunity to correct or change the impression of themselves described by their partners.

FOLLOW-UP: Summarize the session by asking the following questions:

- How well did the questions your partner wrote help you to know your partner?

- What did you learn about yourself during this activity? About how others see you?

- After spending several minutes with another class member, how well do you feel you know the person?

- When you were writing questions, did you avoid or hide an important aspect of your life? Why?

- Did you have difficulty revealing your own opinion of yourself during this activity? Why or why not?

- How can the opinions of others help you understand yourself better?

- What impression do you think you make on others? How is this important in work situations?

NOTE: In preparation for SESSION TWO, the instructor may wish to assign Student Worksheet #2 - Self Rating as an out of class project. Have students use the rating scale, rate themselves, and ask a friend and a person in authority (such as a teacher, employer, or parent) to rate them on each behavior listed. Have them bring the completed worksheet to class for SESSION TWO. Suggest that they fold back each column after completing it to avoid influencing the ratings of the friend and person in authority.

# Student Worksheet #1 Getting to Know Me

Make a list of ten questions which your partner should ask you to get a good idea of who you really are. In other words, what does your partner need to ask you to understand your feelings, beliefs, personality, likes and dislikes?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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MODULE EVALUATION FORM

Developer SUSAN PASACANO

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 10 & 11

Subject area Commercial Art - Evaluation of Motivation: Fulfilling Personal Needs - Session One

Field testing

by whom? S. Pasacano #of students involved 25

Please rate the module on each of the items below by circling the appropriate response on the right.

| | | very much so | some what | little | none |
|---|---|---|---|---|---|
| 1. | Appropriateness for subject | 4 | (3) | 2 | 1 |
| 2. | Appropriateness for age--grade ability level | 4 | (3) | 2 | 1 |
| 3. | Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. | Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. | Use of supportive media | 4 | (3) | 2 | 1 |
| 6. | Use of student activities | 4 | (3) | 2 | 1 |
| 7. | Provision of independent study materials | 4 | 3 | 2 | (1) |
| 8. | Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

# SESSION ONE

**TOPIC:** Motivation: Fulfilling Personal Needs

**OBJECTIVE:** By identifying an "ideal" job and classifying this job into the five types of human needs, students will develop an understanding of how individual needs determine human behavior.

**SURVIVAL SKILLS EMPHASIZED:**

- Using imagination
- Understanding written information

**IMPORTANCE:** Motivation can be explained in terms of people's needs. When we become aware of our needs, we usually do something to fulfill these needs. For instance, if we feel hungry (that is, the need for food) we are likely to do something (go to a restaurant or make a sandwich) which will enable us to eat, therefore, fulfilling the need.

A variety of needs motivates people to work. The basic body needs for food and shelter can be met through money earned at work. Yet other needs, such as social needs, self-respect needs, and self-fulfillment needs, determine to what extent people are happy and satisfied with their jobs. This session is designed to help students examine the role of work in helping them fulfill their needs. Students should be encouraged to look at various aspects of potential occupations in addition to the amount of money they can earn.

**MATERIALS AND EQUIPMENT:**

Student Worksheet #1 - Your Ideal Job
Student Handout #1 - Individual Human Needs
Student Handout #2 - Types of Human Needs
Transparency #1 - Types of Human Needs
Overhead projector

**ACTIVITY:** Human Needs

1. Distribute Student Worksheet #1 - Your Ideal Job to the class.

2. Read the instructions at the top of the worksheet to the students. Spend five minutes discussing the kinds of jobs your students would like to obtain five years from now.

3. Have students spend 5-10 minutes filling in Column A of Your Ideal Job. They may disregard Column B for the time being.

4. Discuss the responses given by students. List some of the most common and the most unusual responses on the chalkboard. Students' responses can help them gain insight into their needs. For example:

   - One student might imagine a job in which he would wear a suit. This could indicate a need for status. Another student might imagine wearing blue jeans and a t-shirt. This could indicate that comfort is more important to her.

FOLLOW-UP:

1. Describe the term "needs" to students.

   - Our needs are those things or feelings that we consider necessary or desirable.

   - Our needs motivate us to action, to do things, to work and play.

2. Distribute Student Handout #1 - Individual Human Needs, and Student Handout #2 - Types of Human Needs to the students.

3. Display Transparency #1 - Types of Human Needs on the overhead projector.

4. Using Student Handout #1 and Transparency #1, discuss the different types of human needs with the class.

   - Emphasize that our needs influence our actions.

   - When we want to act to fulfill our needs, we are motivated.

5. Have students use Student Handout #1 and #2 to decide what need each of their responses indicates. Have them write the types of needs in Column B. For example, for question number 3, "Who would be your employer?" a

student might respond "I would be self-employed." This response could indicate a need for independence.

6. Discuss students' responses in Column B, using the following questions:

   - Which of the five types of needs would your ideal job fulfill? (For example, the student who would be self-employed indicates a need for independence. The type of need would be "need for self respect and worth.")

   - Are your needs the same as other students'? Why or why not?

   NOTE: Student Handout #1 - Individual Human Needs and Transparency #1/Student Handout #2 - Types of Human Needs will be needed during SESSION TWO.

# Student Worksheet #1 Your Ideal Job

If you could have any job you wanted five years from now, what would it be like? Suppose you could work anywhere and do anything you wanted. Imagine what you would be doing, where you would work, and what kinds of satisfactions you would like to get from your job.

Fill in your responses to the following questions in Column A. Try to respond to all questions, but if you cannot respond to a question, move on to the next one. For the time being, ignore Column B.

| QUESTIONS ABOUT YOUR IDEAL JOB | COLUMN A | COLUMN B--NEED |
|---|---|---|
| What would you be doing? | | |
| Where would you work? | | |
| Who would be your employer? | | |
| How much money would you earn? | | |
| What would you be wearing? | | |
| How would you look while working? | | |
| What kinds of effort would you put into your job? | | |
| How would you feel about your co-workers? | | |
| What would you like most about your job? | | |
| In what ways would you be working with other people? | | |
| What would you be accomplishing in your job? | | |
| Why would your job be important to others? | | |
| What would you like least about your job? | | |

# Student Handout #1 Individual Human Needs

We are all unique. We are all special because every one of us is different. However, we all have certain basic needs, and we all try to satisfy these needs in various ways. A noted psychologist made a thorough study of the basic needs of all people. He identified five types of basic human needs. These needs are discussed in the following paragraphs.

## PHYSICAL NEEDS

Physical needs are the most basic of all our human needs. They include such things as food, shelter, clothing, and water. Our bodies must have these things in order to live. Usually, a job does not satisfy these needs directly, but we can satisfy these needs when we spend the money we earn by working.

## SECURITY NEEDS

Security needs include protection from harm or injury. We try to make our lives as safe as possible. For example, children learn early that it is dangerous to play in the street. Adults learn to lock doors for saftey. We learn to avoid automobile accidents by driving safely. First aid information helps us to know what to do in emergencies. Some jobs are designed to insure the safety of people. For example, a lifeguard helps insure that people are safe when swimming. The police protect citizens from crimes and other dangers.

Security on a job usually means we do not have to worry about losing our incomes. Once we reach certain pay levels, we want to be sure we will not fall below these levels. Also, of course, we want to reach a reasonable standard of living.

The first two types of needs are sometimes called "economic needs," since we can satisfy many of these needs through the money we can earn by working. Once our economic needs are satisfied, we are free from hunger and feel financially secure, so we become aware of other needs.

## SOCIAL NEEDS

We all have the need to belong to and be accepted by various groups. We usually experience our first feelings of belonging in our families. Most people also feel a need to belong to other groups besides their families. Belonging gives us feelings of being liked and accepted. Being accepted by others helps us meet our needs for love and friendship. Most people could not live happily alone. We need to relate to other people. We need others to notice us, like us, and accept us. Being members of teams, classes, or clubs can help us to satisfy our social needs.

## NEEDS FOR SELF-RESPECT AND WORTH

We need to feel good about ourselves. We need to feel worthwhile. When we feel good about ourselves, we have self-respect. If we do not feel good about ourselves, we may feel we are not worth very much. We may also feel our ideas are not important.

Healthy, happy people try to measure up to standards that they set for themselves. Self-respect often comes from feeling that we can do things well, and that we can solve our own problems. For example, the typist who can type difficult reports successfully may find satisfaction in this accomplishment. Students who can complete assignments to their own satisfaction and their teachers' satisfaction will have feelings of self-worth.

## NEEDS FOR SELF-FULFILLMENT

Self-fulfillment means continuing personal growth. We grow when we develop and use our talents in both working and non-working situations. We become self-fulfilled when we develop new interests and seek new experiences. We continuously need to improve ourselves and to find meaning and interest in life. Some of the ways we can find self-fulfillment are through:

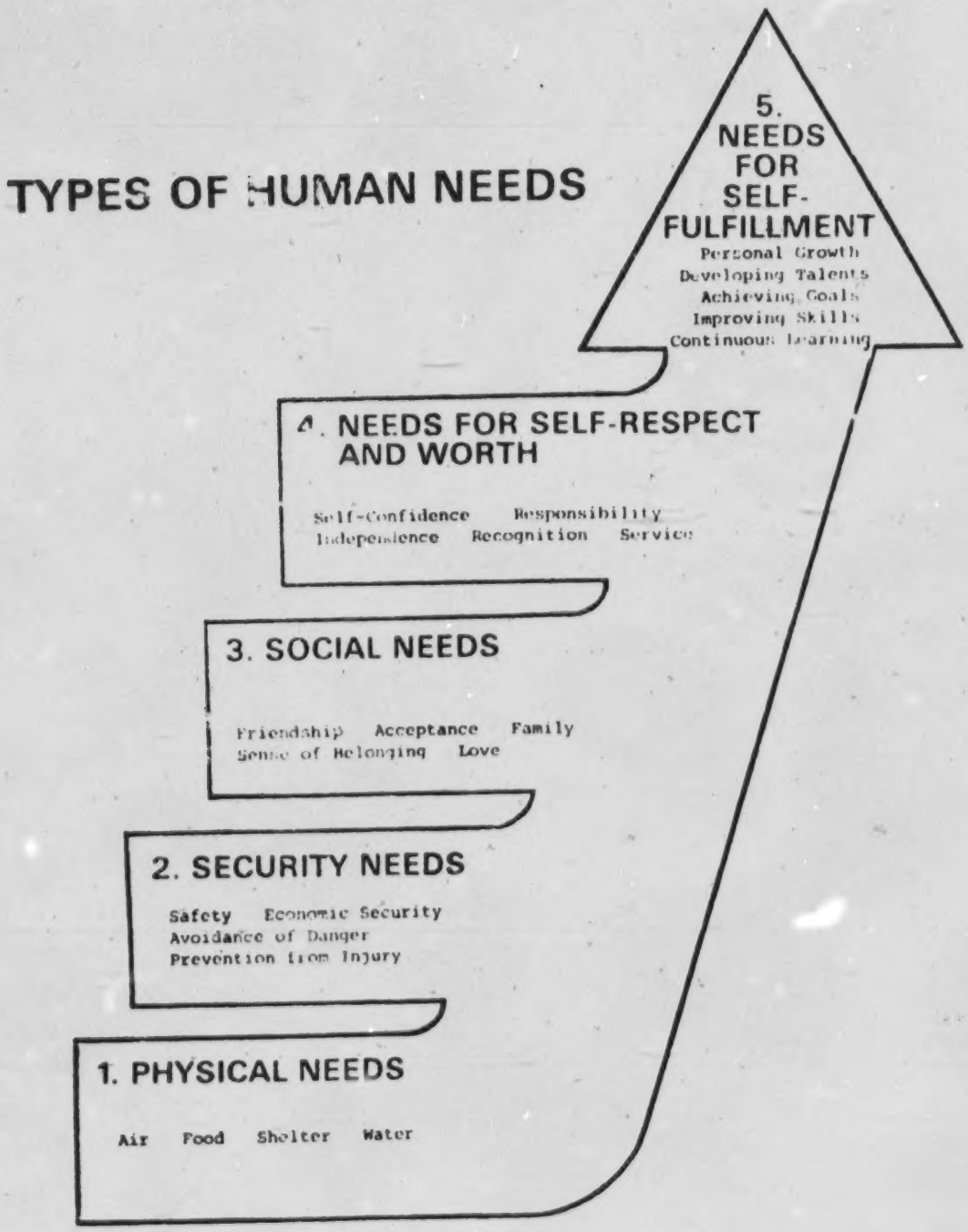
* Reading, listening, and talking to gain knowledge and understanding.

* Developing new skills and talents and improving old ones.

* Working toward our goals and broadening our interests.

NOTE: When we satisfy one level of need, we move to another. For example, we are not concerned with social needs until our physical and security needs are satisfied. We are usually happier, more effective and more contented when we are able to satisfy our personal needs. Think about the five types of needs. Consider how they relate to your own life and experiences and how these needs relate to satisfying experiences and activities.

## Student Handout #2 Types of Human Needs
## Transparency #1 Types of Human Needs



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MODULE EVALUATION FORM

Developer THELMA FREEMAN

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 10

Subject area Beauty Culture - Topic: Tuning in to Creativity - Session One

Field testing

by whom? Thelma Freeman #of students involved 27

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. Appropriateness for age--grade ability level | 4 | (3) | 2 | 1 |
| 3. Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. Use of supportive media | 4 | 3 | 2 | (1) |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | 4 | (3) | 2 | 1 |
| 8. Usable by other teachers in a variety of settings | 4 | (3) | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

# SESSION ONE

**TOPIC:** Tuning in to Creativity

**OBJECTIVE:** By participating in the activity Picture Completion, students will identify some of their creative potential, and become aware of ways they allow their creative ability to be blocked by themselves and others.

**SURVIVAL SKILLS EMPHASIZED:**

- Using imagination
- Knowing your strengths and weaknesses
- Basic writing skills

**IMPORTANCE:** Some students are recognized by themselves and others as being creative (those who can write music or draw clever graffiti, etc.). Others may keep their creative ability to themselves for one reason or another. Others may deny that they have any creative ability. Students need to become aware of their creative ability. More important, students need to become aware of blocks or "stoppers" to their creativity in order to develop it to the fullest possible extent. Workers who use their creativity make their work more interesting for themselves and can become more valuable to their employers.

**MATERIALS AND EQUIPMENT:** Student Worksheet #1 - Picture Completion

**ACTIVITY:** Picture Completion

1. Hand out Student Worksheet #1 - Picture Completion. Have students draw as many objects as they can using the lines given. Make it clear that there is a time limit of ten minutes.

Note: Instructors will have a better understanding of this activity if they participate in the drawing activity rather than observe. This will help them tune in to some of their own "blocks."

2. After ten minutes, allow students ten minutes to walk around to look at other drawings.

FOLLOW-UP: 1. Discuss the following questions:

- How many different objects were drawn by the class? Why do you think different objects were drawn?
- How many objects did you notice that were the same as some of yours? Why do you think this happened?
- How many "blank" pictures were in the class? That is, how many of the "given line" sets were not used. Why do you think some students were able to complete more pictures than others?
- Did anyone in the class have an idea for a picture but not use it? Why not?
- Was this activity easy or difficult for you?
- How would you compare your drawings to the others in the class? On what basis do you make your comparison?
- Do you think you were more or less creative than your classmates in doing this activity?

2. Have the students use the backs of their worksheets in the following manner:

- Students who found the activity <u>difficult</u> are asked to complete the following sentence: "This activity would have been easier for me if . . ." Ask them to be honest and to think of as many different factors as possible that could have made the activity easier. Some possible responses are given below:

  if: . . . I were good at drawing
  . . . I had more time
  . . . I were by myself
  . . . I could have worked with a group
  . . . it wasn't such a silly activity
  . . . I could have taken it home
  . . . I had a pencil instead of a pen
  . . . a different set of lines was given

- Students who found the activity very easy are asked to complete the following statement: "This activity would have been more difficult for me if . . ." Some possible responses are given below:

  if: . . . I had to do it left-handed
  . . . I wasn't good at drawing
  . . . I had to do it with my eyes closed

- Students who found the activity about "medium" — neither difficult nor easy -- are asked to complete both sentences.

3. Ask students to share some of their responses with the class and ask if others in the class share the ideas expressed. Individual responses may be kept anonymous by having students exchange papers.

4. Points that should be made by the teacher if they were not brought up in class discussions are:

   - Creativity does not mean the same thing to everybody.

   - People can block their own creativity or the creativity of others (for example, being afraid of what others will say about unusual ideas, criticizing new ideas).

   - The particular activity used in this session touches only one small part of creativity. In other words, if you found this activity hard, it doesn't necessarily mean you aren't creative!

5. Ask students to think of specific ways they can use their creative ability in a work situation. Some examples are:

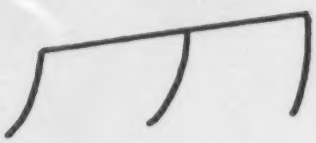
   - Thinking of ideas for making work environments more enjoyable.

   - Thinking of ways to make products more attractive to customers.

   - Thinking of ways to train workers more effectively.

# Student Worksheet #1 Picture Completion

Take ten minutes to "finish" these pictures in any way you wish. Think of and draw as many different objects as you can using the lines already given.



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MODULE EVALUATION FORM

Developer WALTER SMITH

School Burr D. Coe Voc. & Tech. H.S. District Middlesex Cty. Vo-Tech

Grade level range 9

Subject area Ornamental Horticulture - Turning into Creativity - Session One
Work Sheet #1 - Picture Completion

Field testing Walter Smith

by whom? _____ #of students involved 13

Please rate the module on each of the items below by circling the appropriate response on the right.

| | | very much so | some what | little | none |
|---|---|---|---|---|---|
| 1. | Appropriateness for subject | 4 | (3) | 2 | 1 |
| 2. | Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. | Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. | Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. | Use of supportive media | 4 | 3 | (2) | 1 |
| 6. | Use of student activities | 4 | 3 | (2) | 1 |
| 7. | Provision of independent study materials | 4 | 3 | (2) | 1 |
| 8. | Usable by other teachers in a variety of settings | 4 | (3) | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

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MODULE EVALUATION FORM

Developer MICHAEL D'ANTON

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 11

Subject area Beauty Culture - Topic: Tuning in to Creativity - Session One (Using Creativity at Work)

Field testing

by whom? M. D'Anton #of students involved 25

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. Level of student interest in activities | 4 | (3) | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. Use of supportive media | (4) | 3 | 2 | 1 |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | 4 | 3 | 2 | (1) |
| 8. Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

# SESSION ONE

**TOPIC:** Tuning in to Creativity

**OBJECTIVE:** By participating in the activity Picture Completion, students will identify some of their creative potential, and become aware of ways they allow their creative ability to be blocked by themselves and others.

**SURVIVAL SKILLS EMPHASIZED:**

- Using imagination
- Knowing your strengths and weaknesses
- Basic writing skills

**IMPORTANCE:** Some students are recognized by themselves and others as being creative (those who can write music or draw clever graffiti, etc.). Others may keep their creative ability to themselves for one reason or another. Others may deny that they have any creative ability. Students need to become aware of their creative ability. More important, students need to become aware of blocks or "stoppers" to their creativity in order to develop it to the fullest possible extent. Workers who use their creativity make their work more interesting for themselves and can become more valuable to their employers.

**MATERIALS AND EQUIPMENT:** Student Worksheet #1 - Picture Completion

**ACTIVITY:** Picture Completion

1. Hand out Student Worksheet #1 - Picture Completion. Have students draw as many objects as they can using the lines given. Make it clear that there is a time limit of ten minutes.

Note: Instructors will have a better understanding of this activity if they participate in the drawing activity rather than observe. This will help them tune in to some of their own "blocks."

2. After ten minutes, allow students ten minutes to walk around to look at other drawings.

FOLLOW-UP: 1. Discuss the following questions:

- How many different objects were drawn by the class? Why do you think different objects were drawn?
- How many objects did you notice that were the same as some of yours? Why do you think this happened?
- How many "blank" pictures were in the class? That is, how many of the "given line" sets were not used. Why do you think some students were able to complete more pictures than others?
- Did anyone in the class have an idea for a picture but not use it? Why not?
- Was this activity easy or difficult for you?
- How would you compare your drawings to the others in the class? On what basis do you make your comparison?
- Do you think you were more or less creative than your classmates in doing this activity?

2. Have the students use the backs of their worksheets in the following manner:

- Students who found the activity <u>difficult</u> are asked to complete the following sentence: "This activity would have been easier for me if . . ." Ask them to be honest and to think of as many different factors as possible that could have made the activity easier. Some possible responses are given below:

  if: . . . I were good at drawing
  . . . I had more time
  . . . I were by myself
  . . . I could have worked with a group
  . . . it wasn't such a silly activity
  . . . I could have taken it home
  . . . I had a pencil instead of a pen
  . . . a different set of lines was given

- Students who found the activity very easy are asked to complete the following statement: "This activity would have been more difficult for me if . . ." Some possible responses are given below:

  if: . . . I had to do it left-handed
  . . . I wasn't good at drawing
  . . . I had to do it with my eyes closed

- Students who found the activity about "medium" — neither difficult nor easy -- are asked to complete both sentences.

3. Ask students to share some of their responses with the class and ask if others in the class share the ideas expressed. Individual responses may be kept anonymous by having students exchange papers.

4. Points that should be made by the teacher if they were not brought up in class discussions are:

   - Creativity does not mean the same thing to everybody.

   - People can block their own creativity or the creativity of others (for example, being afraid of what others will say about unusual ideas, criticizing new ideas).

   - The particular activity used in this session touches only one small part of creativity. In other words, if you found this activity hard, it doesn't necessarily mean you aren't creative!

5. Ask students to think of specific ways they can use their creative ability in a work situation. Some examples are:

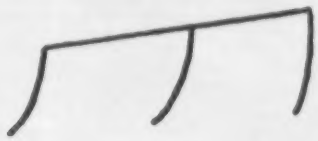
   - Thinking of ideas for making work environments more enjoyable.

   - Thinking of ways to make products more attractive to customers.

   - Thinking of ways to train workers more effectively.

# Student Worksheet #1 Picture Completion

Take ten minutes to "finish" these pictures in any way you wish. Think of and draw as many different objects as you can using the lines already given.



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MODULE EVALUATION FORM

Developer WALTER SMITH

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 11

Subject area Ornamental Horticulture - Problem Solving - Session One

Field testing W. Smith

by whom? W. Smith #of students involved 11

Please rate the module on each of the items below by circling the appropriate response on the right.

| | | very much so | some what | little | none |
|---|---|---|---|---|---|
| 1. | Appropriateness for subject | 4 | (3) | 2 | 1 |
| 2. | Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. | Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. | Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. | Use of supportive media | 4 | 3 | 2 | (1) |
| 6. | Use of student activities | (4) | 3 | 2 | 1 |
| 7. | Provision of independent study materials | 4 | 3 | 2 | (1) |
| 8. | Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

# SESSION ONE

TOPIC: What is Problem Solving?

OBJECTIVE: By working in a group problem solving situation and identifying different problem solving situations in their own lives, students will develop an understanding of the meaning of problem solving.

SURVIVAL SKILLS EMPHASIZED:

- Knowing your strengths and weaknesses
- Using initiative
- Following instructions
- Basic writing skills

IMPORTANCE: We solve problems in all aspects of our lives, in our work, in our play, and in our relationships with other people. Workers who have poor problem solving skills may actually create problems for themselves when trying to solve a problem. The activities in this session illustrate the meaning of problem solving.

MATERIALS AND EQUIPMENT:
One copy of Student Worksheet #1 - T Puzzle Solution for each group of five students
One T Puzzle cut from cardboard for each group of five students
Student Worksheet #2 - Identifying Problems and Solutions
Student Worksheet #3 - Problem Solving and Work

ACTIVITY: T Puzzle*

1. Divide the class into groups of five students. Give one student in each group Student Worksheet #1 - T Puzzle Solution. The worksheet is not to be shown to the other group members at any time during the activity.

* Adapted from Communication Games, Karen Kruper, The Free Press, New York, 1973. Reprinted by special permission.

2. Give each of the remaining group members one puzzle piece. Each group should have all four pieces needed to complete one puzzle.

3. Explain that each group must complete the puzzle as quickly as possible, observing the following rules:

   - The person who has the solution may not show it to the other group members.
   - The person who has the solution may not touch any of the puzzle pieces.

4. Allow about 10 minutes for groups to solve their puzzles.

FOLLOW-UP:

1. Explain that the activity students have just completed involved problem solving. Use the following questions to lead into a discussion of the meaning of problem solving.

   - How did your group solve the problem?
   - What other methods could your group have used?
   - Did your group have difficulty solving the puzzle?
   - Did your group use methods different from the methods of the other groups?

2. Ask students to name different types of problems.

   - Math problems
   - Personal problems
   - Family problems
   - School problems
   - Environmental problems
   - Unemployment problems
   - Financial problems
   - Health problems

3. Suggest that problems have one thing in common--a situation exists in which a person is not certain of what to do. Problem solving, therefore, is the process of deciding what to do about a situation.

   - Problems may be small, and they may be solved quickly. For example, when playing a game of checkers, deciding on each move is a small problem.

   - Problems may be large and take years to solve. For example, the problem of pollution cannot be solved quickly without creating serious transportation, economic, and other problems.

4. Ask students to name kinds of problems they might have to solve in a work situation.

   - Personal problems--getting along with others

   - Technical problems--figuring out how to do a job

   - Work-home problems--fitting together the two parts of your life, at home and on the job.

ACTIVITY: Identifying Problems and Solutions

1. Distribute Student Worksheet #2 - Identifying Problems and Solutions. Read through the instructions given on the worksheet with the students. Allow students about 10 minutes to write their responses.

2. After students have ranked their solutions, ask them to share their best and poorest solutions with the class.

   - Why do you believe the solutions you ranked 5 was the poorest?

   - Why do you believe the solution you ranked 1 was the best?

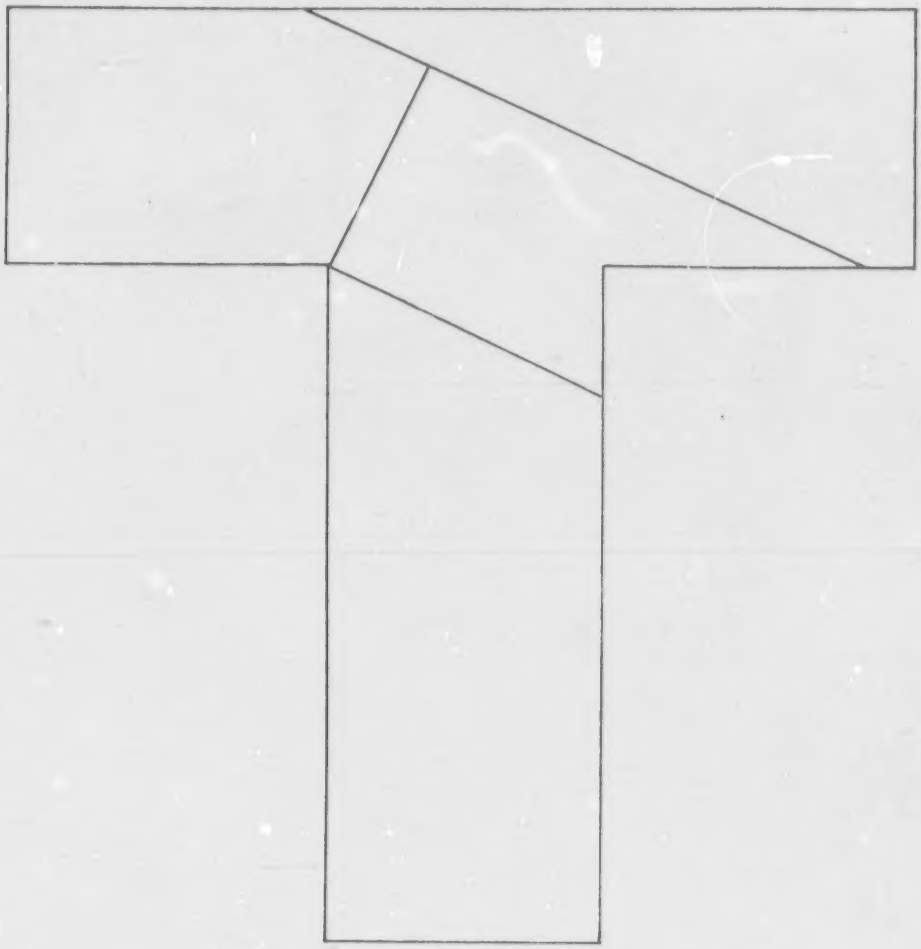
FOLLOW-UP:

1. Ask students to read one of their problems to the class and have other students suggest solutions. Compare these suggested solutions with the solution actually used.

2. As an out of class assignment, have students take Student Worksheet #3 - Problem Solving and Work home. Have them ask their parents or other working adults for their definitions of problem solving and how they apply these definitions in their work.

# Student Worksheet #1 T Puzzle Solution

It is your task to give instructions to the other members of your group for assembling the T Puzzle which appears below. Your group has all of the pieces to the T Puzzle. The pieces to the T Puzzle are in shapes that correspond to the lines on the T Puzzle below. The other members of your group may not look at this sheet. You may not touch any of the puzzle pieces.



# Student Worksheet #2
## Identifying Problems and Solutions

You solve problems every day of your life even though you are not always aware that you are solving problems. Think back over the past week and list five problems you have faced and the solution you reached.

| PROBLEM | SOLUTION | RANKING OF SOLUTIONS |
|---|---|---|
| 1. | 1. | |
| 2. | 2. | |
| 3. | 3. | |
| 4. | 4. | |
| 5. | 5. | |

After listing your problems and solutions, go back and rank your solutions from 1 to 5, with 1 being the best solution and 5 being the poorest one.

What else could have helped you find a better solution?

# Student Worksheet #3 Problem Solving and Work

Ask one working adult to define problem solving, and to explain how problem solving is used in work situations. Use the following questions as a guide. Write the responses in the space provided.

1. What is your definition of problem solving?

2. How do you apply your definition of problem solving in your work?

3. What kinds of problems are most common in your work?

4. What methods do you use to solve problems at work?

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MODULE EVALUATION FORM

Developer STEVEN SHAPIRO

School Burr D. Coe Voc. & Tech. H.S. District Middlesex Cty. Vo-Tech.

Grade level range 12

Subject area Related Science - Auto Mechanics - Authority & Responsibility Sessions One and Two

Field testing

by whom? #of students involved 13

Please rate the module on each of the items below by circling the appropriate response on the right.

| | | very much so | some what | little | none |
|---|---|---|---|---|---|
| 1. | Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. | Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. | Level of student interest in activities | 4 | (3) | 2 | 1 |
| 4. | Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. | Use of supportive media | 4 | (3) | 2 | 1 |
| 6. | Use of student activities | 4 | (3) | 2 | 1 |
| 7. | Provision of independent study materials | 4 | 3 | 2 | 1 |
| 8. | Usable by other teachers in a variety of settings | 4 | (3) | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

# SESSION ONE

TOPIC: The Meaning of Authority and Responsibility

OBJECTIVE: After defining authority and responsibility, students will be able to identify examples of authority and responsibility in work situations.

SURVIVAL SKILLS EMPHASIZED:

- Punctuality
- Adjusting to work situations
- Organizing others' work activities
- Knowing what is expected
- Being neat and clean
- Working under pressure

IMPORTANCE: In any occupation workers need to know what their responsibilities are and who has the authority to tell them what to do. Students need to understand the meanings of authority and responsibility and to become aware of how they are related. This awareness can help students understand the specific authority and responsibility relationships of a work situation.

MATERIALS AND EQUIPMENT: Student Worksheet #1 - Carla Lopez: A Study of Authority and Responsibility

ACTIVITY: The Meaning of Authority and Responsibility

1. Call for suggestions from the class in answering the question, "What is authority?" As the students respond with important or relevant aspects of authority, list them on the board.

2. Have students apply the term authority specifically to job situations and see how close they can come to the definition below.

   - Authority in a job situation is the right to decide, to act, and to direct others to act (or not to act) in achieving organizational goals. The power to reward and punish others is one aspect of using authority.

3. Call for suggestions from the class in answering the question, "What is responsibility?"

   - Responsibility means the obligation of workers to their superiors to perform assigned duties satisfactorily.

4. Pass out Student Worksheet #1 - Carla Lopez: A Study of Authority and Responsibility.

5. Have students read the case, keeping in mind the ideas of authority and responsibility previously discussed.

6. Working either individually, in pairs, or in small groups, have students answer the questions at the end of the worksheet.

FOLLOW-UP: 1. Discuss possible responses to the questions on the worksheet.

   - Carla's responsibilities as explained on the worksheet are:

     (1) to supervise twelve food service employees

     (2) to make sure food is weighed properly

     (3) to make sure food is prepared attractively

     (4) to make sure employees use sanitary methods for preparing food

   - Carla exercised her authority when she:

     (1) decided the Division could work short one employee

     (2) decided the Division could not work short two employees and began telephoning employees who were scheduled to have the day off

(3) assigned duties to each employee

(4) sent Ginger home to change her uniform and put on a hairnet

(5) decided Greg would not receive a pay increase if he did not improve his punctuality

(6) assigned Greg to train a new employee to weigh food for special diets

(7) assigned Greg to make salads

2. Ask students if any of Carla's responsibilities are related to her authority.

   - She has the responsibility of making sure food is weighed properly. She used her authority to assign Greg to instruct the new employee.

   - She has the responsibility of making sure food is prepared attractively. She used her authority to assign the salads to Greg, because she knows Greg will make the salads more attractive.

   - She has the responsibility of making sure food is prepared in a sanitary manner. She used her authority to send Ginger home to change her clothes.

3. How are authority and responsibility related?

   - Workers must have the authority to carry out the responsibilities they are assigned.

# Student Worksheet #1
# Carla Lopez: A Study of Authority and Responsibility

Carla Lopez is the Food Service Supervisor at Mercy Hospital. She supervises twelve employees who prepare and serve meals for hospital patients and for the cafeteria, which serves hospital staff and visitors. Carla has a reputation with her employees for "running a tight ship," yet being pleasant and fair. She began working in the hospital kitchen washing dishes part-time when she was in high school. After graduating, she began working full-time and quickly learned all the details and procedures of the Food Service Division. After five years she was promoted to supervisor.

Carla's immediate supervisor is Mrs. Melrose, the dietitian. After working with Mrs. Melrose for several years, Carla has learned that Mrs. Melrose believes that food should always be served attractively and that food for special diets should be measured exactly. She has also emphasized the importance of cleanliness and sanitary methods in preparing food.

Today was especially hectic for Carla. Just one hour of the afternoon went something like this:

1:30 pm - Ellie Simon called in sick. Carla decided that she could manage to work short one employee.

1:35 pm - Chuck Baylor called to say he had just found out his father was critically ill and he was going to fly to New Jersey to see him. Since it would be quite difficult to work short two employees, Carla began calling employees who were scheduled to have the day off. Finally, Lois Streeter agreed to take Chuck's place.

2:00 pm - Carla met with the afternoon shift employees to assign duties to each employee. She emphasized the importance of cooperating and helping each other because they were short one person. Carla noticed that Ginger Harper's uniform was wrinkled and dirty and that she was not wearing a hairnet, as required by the State Board of Health.

2:10 pm - After the meeting, Carla talked privately with Ginger. She sent Ginger home to change into a clean uniform and to put on a hairnet.

2:15 pm - Greg Shaw appeared, fifteen minutes late for his scheduled shift for the third time this week. Carla called Greg into her office and explained that he was being unfair to the other employees by

being late. Since this was getting to be an ongoing problem, Carla told him that if he did not improve his punctuality, she would have to turn down the raise that he had requested. She explained that although he did excellent work, his record of tardiness was beginning to interfere with the efficiency of the department. She then assigned him to show Jean, a new employee, how to weigh food for the special diets. She also assigned him to prepare the salad bowls, since Greg seemed to have a special talent for garnishing them attractively.

What are Carla's responsibilities?

1.

2.

3.

4.

In what ways did Carla exercise her authority?

1.

2.

3.

4.

5.

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MODULE EVALUATION FORM

Developer STEVEN SHAPIRO

School Burr D. Coe Voc. & Tech. H.S. District Middlesex Cty. Vo-Tech

Grade level range 9

Subject area Related Science - Leadership Skills - Session One

Field testing

by whom? #of students involved 27 x 2 Classes

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. Level of student interest in activities | 4 | (3) | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. Use of supportive media | 4 | 3 | 2 | 1 |
| 6. Use of student activities | 4 | (3) | 2 | 1 |
| 7. Provision of independent study materials | 4 | 3 | 2 | 1 |
| 8. Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

# SESSION ONE

TOPIC: Leadership Skills

OBJECTIVE: After participating in a group discussion of leadership skills, students will recognize that leaders are individuals who have skills and knowledge which can help a group achieve its goals.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Working as a team member
- Basic speaking skills
- Organizing the work activities of others

IMPORTANCE: Some people believe that leaders are born with certain qualities that make them good leaders. However, leadership is a combination of skills which people can develop through learning and practice. Even persons who do not consider themselves good leaders can develop leadership skills.

In work situations, supervisors, directors, or "bosses" are chosen for leadership positions. Sometimes they are chosen because of their experience, ability, and/or the way they deal with people. In other instances they are chosen on the basis of "who they are" or "who they know," rather than on the basis of their ability. The result is that some people in leadership roles have poor leadership skills.

During this session, students will become familiar with the skills used by good leaders.

MATERIALS AND EQUIPMENT: Student Worksheet #1 - Leadership Skills

ACTIVITY: Leadership Skills

1. Divide the class into groups of five students.

2. Distribute Student Worksheet #1 - Leadership Skills.

3. Instruct students to rank the statements on the worksheet as a group. Groups should reach a decision on as many of the statements as possible in 15 minutes.

4. At the end of 15 minutes, have each group select a speaker who will represent the group responses to the Worksheet to the whole class. <u>This requirement should not be revealed in advance</u>.

5. Have each of the speakers present their group's reasons for their rankings. (Approximately five minutes each.) After all the speakers have made their presentations, they may answer questions from the class.

FOLLOW-UP: 1. Using the following questions as a guide, lead a discussion of why each of the speakers was chosen to represent their group.

- By choosing a person to speak for your group, you have chosen a leader. Why did you choose this particular person you did to act as the speaker?
- What did you expect of the person you chose as your group's speaker?
- What specific skills did the speakers have that the group members thought were useful in representing the group?
- How would you rate the speakers on the skills listed on the worksheet? What are their strengths?
- Were the speakers born with these special skills or did they learn them?
- Would the group choose the same person for performing an entirely different act of leadership, such as football team captain or president of a school club? Why or why not?

2. Discuss briefly the definition of a leader. Ask students for definitions. Put some definitions on the chalkboard. Modify these definitions to arrive at a reasonably comprehensive definition such as: "A leader is a person who helps a group achieve its goals."

# Student Worksheet #1 Leadership Skills

Your task as a group is to rank the nine following statements that might describe the behavior of a good leader in a job situation.

To do this, place a "1" in front of the statement that is the most important characteristic of a good leader. Place a "2" in front of the next most important characteristic, and so on. Place a "9" in front of the statement that is the least important.

YOU MUST WORK ON THIS TASK AS A GROUP.

A GOOD LEADER IN A WORK SITUATION SHOULD:

____a. praise those who work hard.

____b. never criticize a worker in front of others.

____c. tell the reasons for the decisions he or she makes.

____d. encourage workers to make suggestions and criticisms they feel will help.

____e. keep the workers informed.

____f. consult with others before making big or important decisions.

____g. never play favorites.

____h. be able to "mix" socially with the workers.

____i. give responsibility for accomplishing work to others.

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MODULE EVALUATION FORM

Developer THELMA FREEMAN

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 10

Subject area Beauty Culture - Topic: What is Conflict? - Session One

Field testing

by whom? Thelma Freeman #of students involved 27

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | 4 | (3) | 2 | 1 |
| 5. Use of supportive media | (4) | 3 | 2 | 1 |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | (4) | 3 | 2 | 1 |
| 8. Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

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MODULE EVALUATION FORM

Developer WALTER SMITH

School Burr D. Coe Voc. & Tech. H.S. District Middlesex Cty. Vo-Tech

Grade level range 11

Subject area Ornamental Horticulture - Coping with Conflict - Session One What is Conflict?

Field testing

by whom? Walter Smith #of students involved 11

Please rate the module on each of the items below by circling the appropriate response on the right.

| | | very much so | some what | little | none |
|---|---|---|---|---|---|
| 1. | Appropriateness for subject | 4 | (3) | 2 | 1 |
| 2. | Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. | Level of student interest in activities | (4) | 3 | 2 | 1 |
| 4. | Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. | Use of supportive media | 4 | 3 | 2 | (1) |
| 6. | Use of student activities | 4 | 3 | 2 | (1) |
| 7. | Provision of independent study materials | 4 | 3 | 2 | (1) |
| 8. | Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

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MODULE EVALUATION FORM

Developer ANN SWOBODA

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 9 (Special Needs)

Subject area Math - Coping With Conflict - What is Conflict? - Session One

Field testing

by whom? Ann Swoboda #of students involved 12

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | 4 | 3 | 2 | (1) |
| 2. Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. Level of student interest in activities | 4 | (3) | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | (4) | 3 | 2 | 1 |
| 5. Use of supportive media | 4 | (3) | 2 | 1 |
| 6. Use of student activities | (4) | 3 | 2 | 1 |
| 7. Provision of independent study materials | 4 | 3 | 2 | (1) |
| 8. Usable by other teachers in a variety of settings | (4) | 3 | 2 | 1 |

The class used for this lesson is a high functioning Special Needs class (math levels 5-8). The lesson was used as it is.

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.

Office Use Only

MODULE EVALUATION FORM

Developer AFAF FAKHRY

School Burr D. Coe Voc. & Tech. H. S. District Middlesex Cty. Vo-Tech

Grade level range 11

Subject area Science - Carpentry - Coping with Conflict - Session One

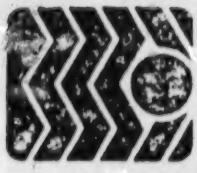
Field testing 10/14/80

by whom? A. Fakhry #of students involved 8

Please rate the module on each of the items below by circling the appropriate response on the right.

| | very much so | some what | little | none |
|---|---|---|---|---|
| 1. Appropriateness for subject | (4) | 3 | 2 | 1 |
| 2. Appropriateness for age--grade ability level | (4) | 3 | 2 | 1 |
| 3. Level of student interest in activities | 4 | (3) | 2 | 1 |
| 4. Freedom from sex bias or cultural bias | 4 | (3) | 2 | 1 |
| 5. Use of supportive media | 4 | 3 | 2 | 1 |
| 6. Use of student activities | 4 | (3) | 2 | 1 |
| 7. Provision of independent study materials | (4) | 3 | 2 | 1 |
| 8. Usable by other teachers in a variety of settings | 4 | 3 | 2 | 1 |

MATERIALS WERE USED IN FULL/OR ADOPTED FROM METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS. UNIVERSITY OF ILLINOIS.



# SESSION ONE

**TOPIC:** What Is Conflict?

**OBJECTIVE:** By participating in a conflict fantasy and class discussion, students will become aware of their methods of dealing with conflict, and will be able to give examples of four methods of dealing with conflict.

**SURVIVAL SKILLS EMPHASIZED:**

- Getting along with others
- Working as a team member
- Basic speaking skills
- Adjusting to work situations
- Working under pressure

**IMPORTANCE:** When we think of conflict, we usually think of something bad or unpleasant. Yet if we learn to deal with conflict skillfully, we may discover that we can learn from conflicts and actually make our lives more pleasant. Most people deal with conflicts out of habit -- they automatically use the methods they have learned in the past. This session is designed to help students become aware of how they handle conflict, so they may decide whether they can improve their methods of handling conflict.

**MATERIALS AND EQUIPMENT:**

Student Worksheet #1 - Fantasy Trip
Transparency #1 - Handling Conflicts
Overhead projector

ACTIVITY: Conflict Fantasy Trip

1. Begin the session by asking the class to give some examples of conflict. Write student responses on the chalkboard.

   - wars between countries
   - arguments
   - labor disputes and strikes
   - fights
   - court battles
   - racial conflicts
   - civil wars

2. Ask students to explain the meaning of conflict. Try to draw from the discussion the ideas of interference and threat as used in this explanation:

   - Conflict occurs when a person's behavior interferes with or threatens another.

   Return to the examples the students gave in step 1 and ask a student to explain how a person (or group) in the example interferes with or threatens another. (person or group)

3. Ask students to close their eyes and go on a "fantasy trip." Guide the fantasy by reading the situation below. Pause frequently to allow students to develop their fantasies:

   You are walking down the street. You see a person walking toward you who looks familiar. As the person comes nearer, you realize that this is the person with whom you are most in conflict.... Become aware of how you feel inside.... Now you know that you must decide quickly what to do. As the person comes closer, several possibilities flash through your mind.... Decide right now what you will do.... Now, see yourself doing what you decided.... It is over now. The person is gone. Again become aware of how you feel inside.... Are you satisfied with your action?

FOLLOW-UP:

1. Pass out Student Worksheet #1 - Fantasy Trip and read through the directions with the students. You may wish to emphasize that students will not be asked to share the details of their fantasy conflicts, as this is a personal matter. Students may use a word or phrase to answer the questions, since the worksheets are for their own reference.

2. Discuss the fantasy experiences, using the following questions:

   - How do you feel when you know you are approaching a conflict situation? (Angry, afraid, tense, nervous, etc.)
   - What ideas did you have for dealing with the person? (Avoid the person, ignore the person, give the person a dirty look, act as if nothing is wrong, talk about the conflict, punch the person, etc.)
   - What did you decide to do in your fantasy? Is this how you usually deal with conflict?
   - Were you satisfied that you did the best or right thing in your fantasy? How do you feel about your action?

3. Summarize the discussion by describing the different ways people handle conflict, using Transparency #1 - Handling Conflicts. Have students give examples for each method of handling conflict from their own experiences.

   - Avoiding - by staying away from the person; changing the subject when the conflict comes up in conversation; quitting a job.
   - Delaying - settling small parts of the conflict while leaving the important issues unsettled; postponing the discussion; cooling off the situation temporarily.
   - Confronting - Compromise - talking it over (not arguing): listening to both sides; stating and clarifying the problem; considering many solutions; deciding on a solution all persons can accept; putting the solution into action; evaluating the results. (This may sound familiar, since it is the process used in the Problem Solving module.)

When this method is used, everybody wins -- and everybody has to "give and take."

4. Ask students to decide which method they think would have worked best in their conflict fantasies. Have them give reasons for choosing one method instead of another.

   • How can the methods be combined?

# Student Worksheet #1 Fantasy Trip

This worksheet is designed to help you look at your fantasy and at the way you handle conflict. You will not be asked to share the conflict with the class. However, you will be asked to share some of your thoughts about how you decided to handle the conflict in your fantasy.

Answer the questions below, using just a few words to remind you of your thoughts and feelings in the fantasy.

In your fantasy:

How did you feel before you decided what to do?

What ideas flashed through your mind before you decided what to do?

1.

2.

3.

4.

5.

What did you decide to do?

How did you feel afterwards?

Do you like the way you acted? Why or why not?

# Transparency #1 Handling Conflicts

Avoiding

Delaying

Confronting: Power

Confronting: Compromise

# SESSION ONE

TOPIC: Life in a Changing World

OBJECTIVE: By identifying examples of changes in magazines and newspaper articles, students will become aware of current events which may affect the lives and work of people.

SURVIVAL SKILLS EMPHASIZED:
- Adjusting to work situations
- Basic speaking skills
- Locating information

IMPORTANCE: Nothing stays the same for long. Increases in knowledge and job mobility have already had important effects on workers. In addition, changes in transportation, the economy, and communication will eventually affect workers. Refusing to accept change would be difficult indeed. Workers need to adjust to changes in the world and in their work places.

MATERIALS AND EQUIPMENT: An assortment of newspaper and magazines, at least one per student.

ACTIVITY: 1. Introduce the session by explaining the meaning of change and how changes affect workers.

- Changes may affect large numbers of people (such as a change in government or economic conditions) or small numbers of people (such as the transfer of a worker to another city or the birth of a baby to a couple).
- A wide variety of changes will affect us throughout our lives.
- Changes affect different people in different ways. For example, a change in the weather that destroys a vegetable crop means high prices and short supply of the vegetable for the consumer. However, for the migrant worker who depends on picking the vegetables for a living it means less work and less money.

2. Distribute the newspapers and magazines. Have students find articles about changes of any kind. Have students underline the important points in the article.

3. Some topics of articles which deal with changes are:

   - Recent legislation
   - Environmental changes
   - Recent medical discoveries
   - Advances in science
   - Economic changes

FOLLOW-UP: Have students summarize their articles for the class. Use the following questions for discussion:

- Who is affected by the change described in the article?
- Do you consider the change for the better or for the worse?
- Can you think of alternatives to this particular change?
- Could this change affect workers? How?